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**ANNUAL REPORT**  
**OF THE**  
**SUPERINTENDENT OF EDUCATION**  
**ON THE**  
**PUBLIC SCHOOLS OF NOVA SCOTIA,**  
**For the Year ending 31st October,**  
**1887.**

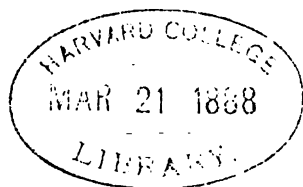
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**HALIFAX, N. S.:**  
**COMMISSIONER OF PUBLIC WORKS AND MINES,**  
**QUEEN'S PRINTER.**  
**1888.**

1828-41

Educ R 1625.1



Smith Wilson,  
Capt.

EDUCATION OFFICE,

HALIFAX, March, 1888.

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my Report on the Public Schools of Nova Scotia, for the School Year ended October 31, 1887.

I am, with respect,

Your obedient servant,

DAVID ALLISON,  
*Superintendent of Education.*

To the Hon. W. S. FIELDING, M. P. P.,  
*Provincial Secretary.*





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PART I.

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GENERAL REPORT, 1887.

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# ANNUAL REPORT

OF THE

## PUBLIC SCHOOLS OF NOVA SCOTIA.

1886-7.

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To His Honor MATTHEW HENRY RICHEY, Esquire,  
*Lieutenant-Governor of the Province of Nova Scotia:*

SAY IT PLEASE YOUR HONOR,—

For the information of the Legislature, and pursuant to the duty assigned me by law, I submit the following Report on the operation of the Public Schools of the Province for the year which ended on the 31st of October, 1887.

The statistical and other matter embodied in the Report indicates that the work of our Schools has been carried on with undiminished volume and efficiency. The exceptionally large registration of the previous year has been practically maintained, the figures standing 105,137 in comparison with 105,410 in 1885-86. Owing to special causes operating in certain parts of the Province, and referred to in some of the Inspectors' Reports, there has been a slight decline in regularity of attendance. While this is a natural subject of regret, it should be borne in mind that the preceding year's percentages were unprecedentedly high. There has been no falling off in relation to the other previous year.

The appendices will be found to contain more than the usual amount of valuable and interesting matter.

## STATISTICAL ABSTRACT.

## 1.—SCHOOL SECTIONS.

Total number in Province .....	1844		
" " " 1886.....	1844		
	Winter.	Summer.	Year.
No. of Sections without Schools....	260	170	73
" " " " 1886	273	162	95
	<hr/>	<hr/>	<hr/>
	Decrease, 13	Increase, 8	Decrease, 22

## 2.—NO. OF SCHOOLS, PUPILS, TEACHERS, &amp;c.

	Winter.	Summer.
Total No. Schools in operation .....	2042	2123
" " " 1886....	2001	2111
Increase .....	41	Increase 12
Total No. of Registered Pupils.....	84217	86713
" " " 1886....	84570	86856
Decrease .....	353	Decrease 125
Total No. of different Pupils during year .....		105137
" " " " 1886.....		105410
Decrease .....		273
Total No. of Teachers and Licensed Assist- ants employed .....	2108	2179
" " " 1886	2052	2171
Increase .....	56	Increase 8

## 3.—PROPORTION OF POPULATION AT SCHOOL, &amp;c.

Proportion of Population at School .....	1 in 5.2	1 in 5.
" " " 1886.....	1 in 5.2	1 in 5.
" " " during year .....		1 in 4.1
" " " " 1886 .....		1 in 4.1



	Winter.	Summer.
No. of Pupils daily present on an average for time in session .....	48770.8	51338.4
" " " 1886	50562.	51719.7
Decrease .....	1791.2	Decrease 381.3
No. of Pupils daily present on full term average .....	47229.4	49285.6
" " " 1886	48371.7	49663.
Decrease .....	1142.3	Decrease 377.4
Percentage Pupils daily present on average for time Schools were in session	57.9	59.2
" " " 1886	59.7	59.5
Decrease .....	1.8	Decrease .3
Percentage of Pupils daily present on an average for full term .....	56.7	56.8
" " " 1886	57.1	57.1
Decrease .....	.4	Decrease .3
Grand total days' attendance .....	5446651	5267863
" " " 1886	5599523	5161886
Decrease .....	152872	Increase 105977

## 4.—CLASSIFICATION OF TEACHERS.

Academic Class (Grade A) .....	39	39
" " " 1886	31	32
Increase .....	8	Increase 7
First Class (Grade B) Male Teachers .....	212	177
" " " 1886	213	181
Decrease .....	1	Decrease 4
First Class (Grade B) Female Teachers ....	135	140
" " " 1886	114	115
Increase .....	21	Increase 25
Second Class (Grade C) Male Teachers .....	222	191
" " " 1886	223	186
Decrease .....	1	Increase 5

		Winter.	Summer.
Second Class (Grade C) Female Teachers ..		734	811
" " " 1886		653	744
Increase .....		81	Increase 67
Third Class (Grade D) Male Teachers .....		170	151
" " " 1886		195	175
Decrease .....		25	Decrease 24
Third Class (Grade D) Female Teachers .....		569	649
" " " 1886		597	712
Decrease .....		28	Decrease 63
Total No. Male Teachers .....		640	554
" " " 1886		661	573
Decrease .....		21	Decrease 19
Total No. Female Teachers .....		1441	1604
" " " 1886		1365	1572
Increase .....		76	Increase 32

## 5.—PERIOD OF SERVICE OF TEACHERS.

No. of Teachers engaged in same Section....	1095	1323
" " " 1886	1043	1332
Increase .....	52	Decrease 9
No. of Teachers removed to another Section..	707	639
" " " 1886	672	639
Increase .....	35	....
No. of new Teachers .....	279	196
" " " 1886	311	174
Decrease .....	32	Increase 22

## 6.—SUMMARY OF GOVERNMENT EXPENDITURE IN PUBLIC SCHOOLS.

	Winter Term.	Summer Term.
Common Schools.....	\$85130 27	\$86937 01
" " 1886.....	81949 95	85235 02
Increase .....	3180 32	Increase 1701 99

# EDUCATION—SUPERINTENDENT'S REPORT.

County Academies .....	\$12693 33
" " 1886.....	13356 66
Decrease .....	663 33
Government Expenditure assignable to Counties.....	\$184760 61
" " " " 1886.....	180541 63
Increase .....	4218 98
Inspection of Schools .....	\$12000 00
" " 1886.....	11825 00
Increase .....	175 00
Examination of Teachers .....	\$1008 60
" " 1886.....	870 35
Increase .....	138 25
Travelling Expenses Normal School pupils.....	\$1258 40
" " " " 1886.....	1114 20
Increase .....	144 20
Salaries.....	\$3000 00
" 1886 .....	3000 00
Travelling Expenses Superintendent of Education.....	\$400 00
" " " " 1886.....	400 00
Office Expenses .....	\$1136 58
" " 1886.....	1368 63
Decrease .....	232 05
Government Expenditure not assignable to Counties....	\$18803 58
" " " " 1886.....	18578 18
Increase .....	225 40
Total Government Expenditure in aid of Public Schools. \$203564 19	
" " " " " 1886.....	199119 81
Increase .....	4444 38
Institution for the Deaf and Dumb and Halifax School for the Blind .....	\$3922 50
" " " " 1886.....	2610 00
Increase .....	1312 50

Normal and Model Schools.....	\$6844 08.
" " " .....	6556 50.
Increase .....	287 58.
School of Agriculture.....	\$1754 51
" " 1886.....	1547 28.
Increase .....	207 23.
Total Government Expenditure for Education .....	\$216085 28.
" " " " 1886 .....	209833 59.
Increase .....	6251 69.

## 7.—TOTAL EXPENDITURE FOR PUBLIC EDUCATION.

Gov't. Expend. for Public Schools.....	\$203564 19
" " Inst. for Deaf and Dumb and Halifax School for the Blind	3922 50
" " Normal and Model Schools ..	6844 08
" " School of Agriculture.....	1754 51
	<u>\$216085 28.</u>
Local Expenditure—County Fund .....	119047 38
Assessment on Sections for support of Schools	290544 05
" " Buildings and Repairs	46671 50
	<u>456262 93.</u>
Total Expenditure for Public Schools.....	672348 21
" " " " 1886.....	652164 66.
Increase..	<u>\$20183 55.</u>

## SCHOOL STATISTICS.

Tables I.—VII give in detail what may be termed the *educational* statistics of the Public Schools. The most important of these have been epitomized in the foregoing Abstract.

*Sections without Schools.*—The returns under this head indicate a further expansion of the area of education. A decrease of 13 is reported in the number of Sections having no Schools in operation during the winter term, and an increase of eight in the corresponding column for the summer term. Taking the two terms together, the comparison with last year's figures is very encouraging, there having been no less than *twenty-two* fewer Sections without Schools during the entire year than in 1885-6. As the benefits of our Public Schools

are designed to reach the whole population, the following comparative statement is submitted as indicating satisfactory progress towards the attainment of this ideal. *Sections without Schools*: 1879-80, 176; 1880-1, 128; 1881-2, 133; 1882-3, 107; 1884-4, 115; 1884-5, 95; 1885-6, 95; 1886-7, 73. The Sections without Schools are thus distributed among the various counties:

Annapolis .....	6
Antigonish .....	1
Cape Breton .....	16
Colchester .....	2
Cumberland .....	0
Digby .....	3
Guysboro .....	5
Halifax .....	5
Hants .....	1
Inverness .....	9
Kings .....	2
Lunenburg .....	2
Pictou .....	5
Queens .....	0
Richmond .....	3
Shelburne .....	4
Victoria .....	6
Yarmouth .....	3

While a further reduction under this head is possible and, of course, is desirable, it should be remembered that the sections thus reported embrace a very limited population. Owing to the fact that in some parts of the Province there are Sections of almost purely nominal character—that is, tracts of territory named and numbered as Sections, but practically without inhabitants—it follows that the rank of a county in the scale of attendance cannot always be inferred from the number of its Sections reported as destitute of Schools. This is notably illustrated in the case of Cape Breton County, which notwithstanding its comparatively large number of *schoolless* Sections is quite up to the Provincial average in the matter of attendance.

*Numbers of Schools and of Teachers.*—In comparison with the corresponding terms of the preceding year, the winter term shows an increase in schools in operation of 41 and in teachers employed of 56; the summer term exhibits corresponding increases of 12 and 8. *In respect of both schools and teachers, the numbers of the present year are the largest yet recorded in the history of our school system.*

*Attendance.*—The following is a statement of the registered attendance of pupils from 1866 to 1887, inclusive :

YEARS.	No. of Pupils registered in Winter.	No. of Pupils registered in Summer.	No. different Pupils registered during the year.
1866.....	45131	56017	71059
1867.....	61818	70075	83048
1868.....	65983	72141	88707
1869.....	72756	75523	93732
1870.....	74321	76237	94496
1871.....	74759	77235	92858
1872.....	70780	76496	91637
1873.....	70320	78266	93759
1874.....	72645	79910	93510
1875.....	76349	81878	94029
1876.....	77593	82034	94162
1877.....	80788	83941	100710
1878.....	81523	84169	101538
1879.....	81640	84356	99094
1880.....	73978	78808	93700
1881.....	77468	80189	98148
1882.....	76888	81196	95912
1883.....	79091	81863	98307
1884.....	80041	84266	101069
1885.....	81472	86578	103288
1886.....	84570	86858	105410
1887.....	84217	86731	105137

The proportion of the population of the Province enrolled at the Public Schools during the Winter term, according to the census of 1881, was 1 in 5.2 ; during the summer term, 1 in 5 ; and during *some part of the year* 1 in 4.1. The very slight falling off in attendance for each of the terms, and for the year as a whole, has not appreciably affected the above per centages, which in all cases agree with those of the preceding year. That a considerable increase in the number of schools and teachers is not accompanied by corresponding increase in the number of pupils is perhaps regrettable, but not very surprising in view of the exceptionally high figures attained last year, and the fact that within certain limits, the general attendance is subject to fluctuations from causes having no connection with the efficiency of the schools.

The Provincial average of attendance, 1 in 4.1, was exceeded in the following Counties:—Cumberland, 1 in 3.6 ; Kings, Lunenburg and Yarmouth, 1 in 3.8 ; Hants, Inverness and Shelburne, 1 in 3.9 ; Colchester and Digby, 1 in 4. Cape Breton, Queens and Victoria coincide with the Provincial average, 1 in 4.1 ; while the following fall below it,—Annapolis, 1 in 4.2, Antigonish and Pictou, 1 in 4.3 ; Guysboro, 1 in 4.5 ; Halifax County, 1 in 4.6 ; Richmond, 1 in 5 ; Halifax City, 1 in 5.3.

*Regularity of Attendance.*—The following table shows the percentage of registered pupils daily present on an average during the period the several schools were open for the respective terms of the past six years:—

	Winter.	Summer.
1882.....	55.2	55.4
1883.....	56.9	56.5
1884.....	57.8	57.2
1885.....	57.6	58
1886.....	59.7	59.5
1887.....	57.9	59.2

When reduced to the basis of the full number of teaching days in the respective terms the percentages stand as follows:—

	Winter Term.	Summer Term.
1882.....	52	51.7
1883.....	53.7	52.7
1884.....	54.8	53.6
1885.....	54.7	54.8
1886.....	57.1	57.1
1887.....	56.7	56.8

These percentages measure both the regularity of attendance and that of the time during which the Schools were in operation.

*Grand Total Days' Attendance.*—Under this head there is reported a decrease for the Winter term of 152,872, and for the Summer term an increase of 105,977.

#### PERIOD OF SERVICE, SEX, AND SALARIES OF TEACHERS.

During the winter term 1095 teachers continued to teach in the same sections in which they taught the preceding term; 707 removed to other sections, while 279 engaged in teaching for the first time. During the summer term, the corresponding figures were 1323, 639 and 196.

Of the 212 male teachers of the Academic and First Classes (grades A and B) in charge of schools during the summer term 101 have been in service for upwards of *seven* years; 21 for upwards of *five* years, and 37 for upwards of *three* years. Altogether, of the 212 male teachers of the higher grades (A and B) 159 have been in service for upwards of *three* years.

Of the 955 female teachers of the First and Second Classes (grades B and C) employed during the summer term, 238 have been in service upwards of *seven* years; 127 for upwards of *five* years, and 162 for

upwards of *three* years. Altogether, of the 955 female teachers of these grades, 527 have been in service for more than *three* years.

In relation to sex, the teachers in the public schools (an average being struck between the terms of the school year) are classed as follows:—Male, 597; Female, 1,523. As compared with the preceding year, male teachers have decreased by the number of 20, while those of the other sex have increased by the number of 54.

The average salary throughout the Province for male teachers of the first class was \$438.01 as compared with \$438.67 in 1886. For such teachers the highest averages were paid in—Halifax City, \$782; Colchester, \$533; Halifax County, \$518. In the following other counties, the salaries were above the Provincial average—Pictou, \$499; Hants, \$478.33; Yarmouth, \$472; Victoria, \$452.

The general average for female teachers of the first class was \$304.69 as compared with \$303.56 in 1886. The three highest averages were—Halifax City, \$460; Kings, \$378; Cape Breton, \$353.33. The Provincial average was exceeded in Queens, \$340; Halifax Co., \$335; Yarmouth, \$328; Shelburne, \$307.

The general average for male teachers of the second class was \$273.57 as compared with \$287.75 in 1886. The three highest averages were—Halifax City, \$550; Halifax Co., \$338; Yarmouth, \$336. The general average for female teachers of the second class was \$230.56 as compared with \$237.22 in 1886. The three highest averages were Halifax City, \$372; Yarmouth, \$280; Halifax County, \$272.

The general average for male teachers of the third class was \$182.87 as compared with \$198.53 in 1886. The three highest averages were—Shelburne, \$216; Digby, \$212.50; Halifax County, \$212. The general average for female teachers of the third class was \$162.32 as compared with \$169.84 in 1886. The three highest averages were—Halifax City, \$284; Yarmouth, \$172; Lunenburg, \$169.86.

It will be noticed that while the preceding years averages for first-class teachers have been maintained, there has been a perceptible lowering in the average salaries of the two lower classes. This latter is not so unfavorable an indication as at first sight it might be taken to be. There has been a large relative increase of second over third class teachers, a change that would naturally tend to lower, not the remuneration of individual teachers, but the average salaries of the two classes concerned.

It is a fact beyond dispute that the average rates of teachers' salaries are lower in Nova Scotia than in some Provinces of the Dominion, where other kinds of professional labor are not better remunerated than with us. But I am forced to believe that much that is written in attempted explanation of this state of things is quite wide of the mark. The low scale of salaries, which unfortunately is absolute as well as relative, is not, in my opinion, a necessary proof of a mercenary



disposition on the part of the people of Nova Scotia, or of a failure to set a true value on educational labor. A simple recollection of the fact that the general supply of teachers is largely in excess of the demand, would save much declamatory fault-finding. The phenomenon of low salaries is simply the result of an inexorable economic law. Anything that will operate towards a closer equalization of the supply of teachers and the real demands of the schools for teachers, will so far tend to place the profession of teaching on a better footing financially.

### EXAMINATION FOR TEACHERS' LICENSES.

Table IX contains the detailed statistics of the last annual examination for teachers' licenses. The following is a summary:—

Total number of candidates examined:—1887, 1424; 1886, 1548: decrease, 124. Number examined for Academic license, (Grade A): 1887, 11; 1886, 13: decrease, 2. Licenses issued: 1887, 4; 1886, 8: decrease, 4.

Number examined for First Class license (Grade B): 1887, 180; 1886, 169: increase, 11. Licenses issued: 1887, 55; 1886, 73: decrease, 18. Subdivided in relation to sex of candidates, these items stand: Total No. of male candidates: 1887, 101; 1886, 89: increase, 12. No. of licenses issued to male candidates: 1887, 34; 1886, 40: decrease, 6. Total number of female candidates: 1887, 79; 1886, 80: decrease, 1. No. of licenses issued to female candidates: 1887, 21; 1886, 33: decrease, 12.

Total number examined for Second Class (Grade C) licenses: 1887, 781; 1886, 783: decrease, 2. Number of licenses issued: 1887, 273; 1886, 315: decrease, 42. Subdivided in relation to sex, these items appear: No. of male candidates: 1887, 206; 1886, 173: increase, 33. No. of licenses issued to male candidates: 1887, 82; 1886, 69: increase, 13. Number of female candidates: 1887, 575; 1886, 610: decrease, 35. No. of licenses issued to female candidates: 1887, 191; 1886, 246: decrease, 55.

Total No. of candidates for Third Class (Grade D) licenses: 1887, 452; 1886, 583: decrease, 131. No. of licenses issued to Third Class candidates: 1887, 102; 1886, 143: decrease, 41. Subdivided in relation to sex of candidates, these items appear: No. of male candidates: 1887, 95; 1886, 108: decrease, 13. No. of licenses issued to male candidates: 1887, 26; 1886, 33: decrease, 7. No. of female candidates: 1887, 357; 1886, 475: decrease, 118. No. of licenses issued to female candidates: 1887, 76; 1886, 110: decrease, 34.

Of the whole number of applicants for license, 433 received the class applied for, in comparison with 540 in 1886, a decrease of 107; 783 received licenses of some grade in comparison with 862 in 1886, a

decrease of 80; while 641 failed to obtain licenses of any kind in comparison with 685 in 1886, a decrease of 44. Of the candidates who obtained licenses, 158 simply maintained the class previously held, an increase of 22 in comparison with the previous year's record; while 23 sank to a lower class. The number of candidates holding licenses prior to the examination and succeeding in obtaining an advance of class was 186 as compared with 205 in 1886. The number obtaining for the first time licenses of some class was 416, a decrease of 92 from the preceding year.

---

The examinations are conducted under the general direction of the Superintendent of Education, who is responsible for the preparation of the questions in accordance with the requirements of the Syllabus for the different grades, for forwarding, under seal, copies of the questions, with proper instructions to the Deputy Examiners, for transmitting candidates' papers to the Provincial Examiners, and for furnishing candidates with the results as made up from the estimates of the latter.

The duty of preparing questions is one which consumes much time and labor, and moreover, which it would be unreasonable to expect to perform in such a manner as to escape criticism. All that is claimed is a full recognition of the responsibility involved, and an honest attempt to so interpret and apply the requirements of the Syllabus as to deal fairly with both the Provincial and individual interests involved.

A reference to the Syllabus of Examination and to the questions set thereunder from year to year, taken in connection with the careful manner in which candidates' papers are read and valued by the appointed examiners, will show, I venture to affirm, that our educational system as practically conducted fairly protects the public from imposition so far as the general attainments of teachers are concerned. As a certificate of *scholarship*, a Provincial license may safely be taken at its face. Its value as a testimonial of demonstrated ability to teach is perhaps more open to question. The only strictly *professional* test applied to candidates for license is the writing, as a part of an extended general examination, of two comparatively brief papers on the subjects of School Management and Teaching, the conditions of award being such that the desired license may be obtained, even though the candidate should not reach an average pass-mark (50 out of a possible 100) in the very subjects expressly designed to test his fitness to be a teacher.

I believe that among those who take a particular interest in the qualifications of teachers, as bearing on the general efficiency of our schools, the opinion prevails that adequate security for teaching ability can never be taken by a mere written examination, such as that described. Fully sharing in that conviction, I offer in the sequel suggestions for an enlargement of our present method, not pressing

the scheme for immediate adoption, but submitting it for considerate reflection. This course implies no disparagement of the abilities and meritorious services of the great body of our teachers. Of these, many have voluntarily sought a special preparation which the legal conditions of teaching did not impose upon them, while others, profiting by fortunate associations, have been enabled to learn valuable lessons in the school of experience. But facts should be neither denied nor ignored.

There is an annual access to the so-called profession of teaching of several hundreds of young persons, mostly between 16 and 19 years of age. The fact may reflect creditably on the general efficiency of our schools, but it is justly and widely recognized as contributing to our educational system its chief disturbing element. It does not pertain to my purpose here to consider its effects on the status and remuneration of the teaching service itself. I urge but a single point. The great majority of these new recruits, who as a rule press eagerly forward for employment, are without training, and at most have but a dim rudimentary conception of the solemn and responsible function they are undertaking. Let us admit that there is such a thing occasionally found as "a native talent for teaching." Let us grant every presumption that good scholarship naturally raises in favor of its possessor. Even then, there is left a marginal risk of failure on the part of these novices scarcely fair to the plain honest people of the country, who have to take their teachers "on trust," and naturally expect when investing their money in schools to get back their "money's worth." But it may be urged, that there is a beginning to everything, and that our new teachers, however raw and inefficient at first, will develop skill and power from experience. Some of them undoubtedly will. In teaching, as in other callings, industry and energy joined to good natural endowments may be expected to hew a path to success even through obstacles. But teaching—such are the value of the material and the delicacy of the operation—is just that sphere of activity in which it seems almost criminal to employ unskilled labor, or in other words to adopt the policy of learning a trade while assuming to practice it as a master. Who can rationally expect an untrained boy or girl of 16 or 17 to strike by intuition on correct methods of instruction and discipline, or to educate them experimentally within such a period as to prevent incalculable mischief during the process? The natural recourse of the perplexed novice is to the practice of pure memoriter text-book recitations, with their consequent intellectual stagnation and sterility, and with the chances strongly in favor of this vicious method perpetuating itself.

It is sometimes urged as a reason for acquiescing in existing arrangements, that this crude experimentation is generally confined to the smaller rural schools. If the statement were true, it would be but a poor ground of justification. The Province having undertaken to decide who alone shall be permitted to teach in its Public Schools, the humblest community in the land has a right to insist on the proved competency of those whom it is shut up to employ. But as a matter of fact there is no such limitation of the evil. It is liable to be felt

wherever and whenever a young person feels moved to exercise his legal right of "teaching school" without a practical knowledge of his art.

The improvement of our school work depends primarily on improvement of qualification in the teachers. The educational system of the Province absorbs a large part of the public revenue, besides imposing a tax on the property of each individual citizen. It would therefore seem a wise economy to make it as effective as possible for the accomplishment of its professed objects. The point at which to test its real working power is the one under consideration. The teacher, not as a *scholar*, but as an *instructor*, is the index of the efficiency of all educational systems. I would be the last to disturb a generally satisfactory state of affairs by rash and revolutionary proposals. But I do direct public attention to the importance of making our Provincial licenses, with a due regard to all vested interests, as reliable guarantees of teaching ability as they now are of scholarly attainments. My conviction on this point I believe to be shared by the leading educators of the Province, especially by those who have perceived how much educational demoralisation an utterly untrained and inexperienced teacher can produce in a short time.

In harmony with the practice of all civilized nations, our Province for a third of a century has maintained in efficient operation an institution designed expressly to qualify teachers for their profession. Some wonder has been expressed that larger numbers have not taken advantage of its facilities. To myself, surprise on precisely opposite grounds would seem to be more reasonable, in view of the facts that our standards of license are almost entirely scholastic, and that Normal School graduates have no preferential discriminations of any kind accorded them. Be this as it may, the Province has affirmed its sense of the value of such an institution; and the general basis of my suggestions is that the professional preparation, which, within reasonable periods and on reasonable conditions, it is capable of imparting, when rightly adjusted to other educational appliances and to the needs of the country, ought to be made an *imperative standard* for all who wish to enter the teaching service. This does not imply necessary connection with the Normal School classes—it simply proposes the fixing of definite professional standards,—though it would, beyond doubt, lead to a much larger attendance than heretofore of teachers *in prospectu*. If it be suggested that a simple edict of compulsory attendance at the Normal School would be more logical than the plan submitted, it is perhaps well to remember that important practical ends are often best gained by other methods than those recommended by severe logic. The end sought in this case is the general elevation of professional standards, and when the Province has done its duty in providing the requisite facilities for its attainment, none who choose to employ other means for the same purpose have any just grounds of complaint.

Omitting details, the working out of which would of course require much care, I would propose:—

1. The elimination from the Provincial Syllabus of all professional features, giving to the resulting certificate, according to grade, the character simply of a testimonial of *scholarship*, which shall be held to be the only required non-professional basis of license and the sole credential of admission to the Normal School, where, except as needed for illustrative purposes, the work of general instruction shall no longer be carried on.

2. That the necessary *professional* complement of this general certificate shall be either:—

(1.) Classification at our own or some other approved Normal School doing equivalent work; or,

(2.) The successful passing of a professional examination under definite Provincial regulations, which shall in general embrace the requirements implied in (1) and which shall be conducted in some central place providing the necessary conditions, partly of course in writing, but largely by exhibitions of practical work, with oral questioning on points arising in connection therewith.

3. That the general Provincial Examination should be made self-sustaining, while the expenses of the special one for licenses should be borne by the Province, and should include reasonable travelling allowances for the candidates.

4. That as Third Class teachers are a "vanishing quantity" in our system, they might be excepted from these arrangements, some local method of granting them professional certificates being provided.

Among the advantages I would anticipate from these modifications, I may mention, in addition, of course, to the increased efficiency of the teaching staff of the Province, with the corresponding gain to the schools:—

1. A most desirable differentiation of Academic and professional instruction. The Normal School, relieved of the burden of ordinary class-room work, would concentrate its energies on professional studies and practice, with attention to certain intermediate subjects, such as music, drawing, science in its relations to oral elementary teaching, etc. The High Schools, Academies, and superior schools generally, would experience a similar relief, and in like manner be set free to carry on their proper functions as instruments of secondary education. At present, while almost every school in the land has its class of candidates "studying for license," no teacher is under the slightest obligation to give instruction in the required professional subjects. These have not, and should not have, any place in the established Courses of Study. So far as instruction is given in them, they are taught in an irregular sort of a way, generally "out of hours." Under the proposed arrangement, this vexatious addition to regular work would come to an end. The non-professional syllabus for teachers would be identical with the advanced portions of the prescribed Course of Study.

2. Such an equalization of supply and demand in the matter of available teachers as would make the profession of teaching at once more remunerative and more honorable. Some persons having purely temporary purposes to serve by becoming teachers might experience inconvenience; those who propose permanent identification with the profession would gain much in every way. But enlargement on this point is not necessary. In any case the interests of society must override those of individuals.

## STUDIES OF PUPILS.

Table VI. contains a statement of the number of pupils receiving instruction in the different branches, according to the provisions of the Course of Study for Common Schools and for High Schools respectively. As the statistical exhibit of studies is presented in this form for the first time, there is no basis for a complete comparison with the preceding year's returns. None, therefore, is attempted, and the figures are left to speak for themselves. The following summary is given to promote convenience, but the details as furnished in Table VI. will repay investigation:

### COMMON SCHOOL COURSE.—(Eight Grades.)

		Winter Term.	Summer Term.
Total Registration.....		84,217	86,731
Oral Lessons on Health .....		38,337	42,489
" " Temperance .....		27,979	30,091
" " Moral and Patriotic Duties .....		34,824	37,398
" " Nature (familiar objects, phenomena and laws) ..		48,991	51,623
Singing (theory) .....		2,354	2,214
" (by rote) .....		32,668	32,626
Reading, Grades I.-VIII. ....		79,557	83,698
Spelling, " II.-VIII. ....		71,848	68,888
Language, " I.-VI. ....		49,849	53,067
Grammar, " VII. and VIII. ..		20,273	15,214
Composition, " " " ..		11,504	10,310
Geography, " III.-VIII. ....		47,213	44,908
History, " V.-VIII. ....		27,347	24,525
Arithmetic, " I.-VIII. ....		74,606	76,380
Algebra, Grade VIII. ....		4,914	4,490
Geometry, " " " ..		3,207	2,855
Writing, Grades I.-VIII. ....		72,295	74,061
Drawing, " " " ..		35,477	35,913
Book-keeping, Grade VIII. ....		4,125	2,523
Latin, " " " ..		216	431

## HIGH SCHOOL COURSE.—(3 Years.)

*(Attendance at the County Academies is included.)*

	Winter Term.	Summer Term.
English Language .....	2,220	1,953
English Literature.....	568	412
Geography .....	2,335	2,070
History .....	2,393	2,163
Arithmetic .....	2,341	2,152
Geometry .....	2,204	1,905
Algebra.....	2,182	1,980
Practical Mathematics.....	288	195
Drawing.....	805	673
Book-keeping.....	1,410	1,288
Physics.....	790	461
Botany .....	461	1,101
Chemistry (Inorganic) .....	480	358
Chemistry (Agricultural) .....	72	219
Physiology .....	275	315
Geology .....	111	63
Latin.....	793	775
Greek .....	182	188
French .....	576	604

## EXPENDITURE:—(See Tables XII, XIII, XIV.)

## PROVINCIAL.

The total Government expenditure for Education for the year was \$216,085.28, as compared with \$209,833.59 in 1885-6, an increase of \$6,251.69. The chief items of increase are as follows:

In Common School Grants to Teachers .....	\$4882 31
In Grants to Special Institutions.....	
Institution for Deaf and Dumb and School for the Blind..	\$1312 50
	<hr/>
	\$6194 81

There are slight increases in expenditure on Normal School, School of Agriculture and examinations, and decreases in office expenses and in grants to County Academies.

Under the established principles of distribution the sum of the grants paid directly to teachers may be expected to vary from year to year, the elements on which the variation depends being *the number of teachers employed, the grades of license held by such teachers and the relative time schools are open.*

The following are the aggregates of these grants for the past nine years:

1878 .....	\$150,455 97
1879 .....	151,655 39
1880 .....	143,493 92
1881 .....	148,173 50
1882 .....	149,058 22
1883 .....	149,761 50
1884 .....	153,694 00
1885 .....	160,513 55
1886 .....	167,184 97
1887 .....	172,067 28

A detailed statement of the distribution of the grants for the winter term of 1886-7 was published, as the law directs, in the *Journal of Education* for October last. A similar statement for the summer term is awaiting publication in the forthcoming issue of that periodical in April.

#### COUNTY.

The provisions of the law for the levying and apportionment of the County Fund are as follows:

"The Clerk of the Peace in each county, except as hereinafter provided in relation to the City of Halifax, shall add to the sum annually voted for general county purposes, at the general sessions, a sum sufficient, after deducting costs of collection and probable loss, to yield an amount equal to thirty cents for every inhabitant of the county, according to the last census preceding the issue of the county-roll; and the sum so added shall form and be a portion of the county rates. One-half the sum thus raised shall be paid semi-annually by the County Treasurer upon the order of the Superintendent of Education.

"One-half of the amount provided to be raised annually, as aforesaid, shall, at the close of each half-year, be apportioned to the Trustees of Schools conducted in accordance with this Chapter, to be applied to the payment of teachers' salaries; and each school shall be entitled to participate therein at the rate of twelve and a half dollars per term for each licensed teacher employed, and the balance of the county fund shall be distributed among the schools according to the average number of pupils in attendance and the length of time in operation, but shall receive no allowance for being in session more than the prescribed number of days in any one half-year."

The gross annual amount of the County Fund for the entire Province is now \$119,047.38. Under the above provisions, as modified by the Acts in relation to the Education of the Blind and of the Deaf and Dumb, the County Fund for 1886-7 was apportioned as follows:—



Paid to trustees in proportion to the average number of pupils and length of time schools were in operation..	\$66,475 06
Paid to trustees in respect to teachers employed.....	49,182 32
Paid Halifax School for the Blind .....	1,050 00
Paid Institution for the Deaf and Dumb.....	2,340 00

## SECTIONAL.

The total sectional assessments for the direct support of schools, as reported, amount to \$290,544.05, an increase of \$11,962.55. The sum levied throughout the Province for building and repair of school houses is \$46,671.50, an increase of \$3,298.70.

## THE PROVINCIAL NORMAL SCHOOL.

The Report of the Principal (Appendix A) indicates that though the history of the year was comparatively uneventful, the usual operations were carried on with at least an average degree of efficiency and success. The various instructors devoted themselves to their duties with unwearied diligence, while the great majority of the students evinced a laudable desire to make the most of their opportunities.

In the Principal's Report there will be noted a reference to a recent change of an important character in the organization of the Model Departments of the Institution. Previously, such facilities for observation and practice as were enjoyed by the pupil-teachers in attendance, were furnished in connection with the Public Schools of the town of Truro. This took place by virtue of an agreement of many years' standing between the Corporation of Truro and the Council of Public Instruction, the latter body participating indirectly, and to a limited extent, in the management of the so-called "Model Schools." Eventually, the educational interests involved, both provincial and local, quite outgrew the conditions under which the joint arrangement had been for a time workable and measurably effective. The attention of both parties to the compact began to be directed with increasing frequency to the importance of finding some just and practicable mode of bringing it to an end. During the past summer events took such shape as to facilitate a generally satisfactory solution of the problem. Carefully conducted negotiations between the Town Council of Truro and the Provincial Government issued in the dissolution of a partnership no longer deemed capable of yielding the best results to either party. The town of Truro has resumed full statutory control over its schools, and is free to avail itself of the provisions of the "Act to encourage Academic Education,"—a right held in abeyance under the agreement hitherto in force. On the other hand, the Province, with all its rights carefully guarded, no longer depends for the efficient operation of one of its most important institutions on the contingent action of a local Board, with interests of its own naturally claiming first consideration. It now possesses, as an integral portion of the Normal School, Model Departments of its own, well equipped, well attended, and in charge of trained and experienced teachers.

I take the opportunity of expressing my general sympathy with the desire expressed in the Principal's Report for the greater concentration of energy on the proper professional and technical work of the Normal School. It is not claimed that ordinary class-room instruction is *necessarily* out of place in such an institution. Scholarship being part of a teacher's essential outfit, there is no intrinsic impropriety or incongruity in combining its acquisition with that of more special qualifications. The question is largely an economic one,—the most profitable expenditure of labor, the wisest adaptation of means to a given end. The desire to which I allude springs from the facts that the students in attendance need all the time at their disposal to gain professional equipment, and that, under existing conditions, diversion of energy to ordinary studies threatens to defeat the end for which the institution is maintained.

In their original conception, Normal Schools were undoubtedly designed to carry on combined courses of instruction, to lay the basis of general scholarship, and to build thereon the superstructure of special attainments. This duality of function arose from the fact that nothing beyond instruction of the most elementary character was obtainable in the ordinary schools, and it is but just to say that it is still retained in the large majority of Normal Schools, at least in English-speaking countries. In one of the principal training-schools of London, almost under the shadow of Westminster Hall, I found that the students devoted, on an average, but three hours a week to professional studies and practice, all the rest of the time being spent on the ordinary subjects of "the code." Some of the State Normal Schools of New England have no connected Model Departments, or any kind of facility for observation and practice, the four years' course of instruction, with the exception of lectures on the history and theory of education, being purely academic in character.

There are, however, important indications of an opposite tendency. Evidence is being disclosed on both sides of the Atlantic, of an increasing purpose to allocate to different agencies and institutions the general and the special processes needed for the development of the successful teacher. This is naturally stronger, as a rule, where such facilities for elementary and secondary education are found in ordinary schools, as can supply the teacher with the needed quota of general knowledge and discipline. It is the method recommended by both logic and economy wherever such conditions exist, being in harmony with the modern tendencies towards specialization of effort observable in all departments of human activity.

The subject of the differentiation of general and professional studies is closely connected with that of teachers' examinations, under which heading I have proposed for consideration a re-adjustment of our educational forces, from which it is believed their working would gain in simplicity, economy, and effectiveness.

In the Normal School Curriculum, as is pointed out in the Principal's Report, some steps have been already taken in this direc-

tion. The scholastic standards of admission have been sensibly elevated, and the responsibility of preparing for examination in certain ordinary branches has been principally devolved on the students themselves, while there has been a corresponding increase of attention to matters connected with teaching. So far as the mere attainment of licenses is concerned, this policy places the pupil-teachers at some disadvantage in comparison with candidates attending many other schools. Yet it is pleasing to note that there has been no noticeable diminution of attendance, which continues gratifyingly large, being equal to that at the principal Normal Schools of the Dominion.

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### SCHOOL OF AGRICULTURE.

In a general sense, the operations of this institution are related to the Department of Agriculture, to whose report reference may be made for information regarding them, as well as Professor Smith's other labors for the promotion of our agricultural interests.

The relation of the School to the Normal School and to the Department of Education has been fully explained in my previous Reports. Professor Smith has continued to instruct the Normal School classes in Chemistry and Botany, giving the students the full benefit of his well-appointed laboratory. In July three young men graduated in the full agricultural course, two of whom as first-class teachers obtained diplomas entitling them to take charge of special Agricultural Schools under provisions of the "Act to encourage Agricultural Education." Four such diplomas have already been issued. Professor Smith reports the prospects of the current year as exceedingly encouraging.

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### COUNTY ACADEMIES.

Particulars regarding this class of the Public Schools are contained in Table XVI.

In several of my earlier Reports, the position was taken that the distribution of aid to academic education should not follow county lines, but should be based on some broad principle capable of universal and impartial application. While I still hold a conviction of the theoretical soundness of the views thus presented to the legislature, I was glad, when the time came for practically dealing with the question, to acquiesce in such a measure as the Act now in force, which, though retaining to some extent a recognition of Municipal boundaries, minimizes the objectionable features of that system by proper safe-guards, extends aid to secondary instruction outside of the county towns, and, as far as legislation can effect it, shuts out the long-standing abuse of perverting academic grants to the reduction of assessment for ordinary school purposes.

The following comparison between the returns of the past year and those of 1884-5, when (including the so-called "Special Academies" of Halifax and Pictou) precisely the same number of institutions was in operation, shows a marked gain, even in the matter of attendance.

	Total Registration.	Average Attendance— Winter Term.	Average Attendance— Summer Term.
1886-7 .....	1414	819	694
1884-5 .....	1130	685	593

But a needed explanation will put the numerical progress made in a much stronger light than the bald figures themselves. In 1884-5, at least fifty per cent. of the enrolment in the smaller academies, and in some of them a much larger proportion, consisted of children of the sixth, seventh and eighth grades of the common school course, with more than a sprinkling of non-classifiable elements. My estimate is that not more than from 700 to 750 of the registered pupils of that year could have gained admission to the lowest academic department under the standards and conditions now in force. From all points of view we have evidence here of beneficial results. No longer is a large part of the academic grant spent in subsidizing common school work, for the maintenance of which the law makes other and adequate provision. This, however, is an unimportant gain compared with the stimulus which has been given to advanced studies,—studies which have sufficiently indicated their value in the history of every enlightened nation, and are being increasingly recognized as the indispensable supplement of a sound system of primary education.

In addition to promoting its own proper object, the "Act to encourage Academic Education" has greatly improved the organization and increased the efficiency of the Common School departments connected with the County Academies. Prior to its introduction, in many of the latter the grading was imperfect and the general adaptation of means to ends unscientific and thoroughly unsatisfactory. The condition that the Trustees of County Academies shall make suitable provision for the instruction of all Common School pupils within their Section, joined to an intelligent perception of the bearing of this requirement on their own interests, has in many cases induced the local educational authorities to almost entirely remodel the organization of their lower departments, and to employ skilled labor on a largely increased scale. In some of the county towns, such improvements in facilities of instruction for the primary and intermediate grades are among the most noticeable signs of progress. Regrettable exceptions, however, occur, the usefulness of several academies being greatly reduced by the failure of their managers to recognize the importance of laying a good foundation.

It is scarcely necessary to point out that under the term "County Academies" are embraced institutions of widely differing degrees of

working power. Two only—those at Pictou and Halifax—fulfil the conditions necessary to secure the maximum grant provided by law. The former of these institutions, with its full staff of competent instructors and excellent equipment of educational appliances—library, laboratory, scientific collections, etc., continues to show an output of results, second in quantity and quality to that of few, if any, of the High Schools of the Dominion. Halifax Academy, which has been but a few years connected with our Public School system and encounters some special difficulties referred to in the appended Report of the Supervisor of Schools, is nevertheless rapidly developing elements of strength. Advantage is being taken of its facilities by large and constantly increasing numbers from outside the civic boundaries. Its outfit in most departments is exceptionally good, and no effort is spared to make it practically useful to the students. The total registration approximates quite closely to that at Pictou, but a much larger proportion of the pupils is included in the lower classes.

During the past year but two Academies qualified for grants under the conditions established in section 6 (b) of the "Act to encourage Academic Education," those at Antigonish and Yarmouth. In the former, I found the work exceedingly well done from top to bottom, with special attention to the advanced classics and mathematics of the course. A contemplated enlargement of accommodation will greatly increase the usefulness of this vigorously conducted academy. The Yarmouth Academy, in sympathy with the commercial instincts of the community in which it is located, does a comparatively small amount of work in preparing young men for the universities and the professions. On the non-classical side of the course, very superior instruction is given, special attention being paid to modern literature, and the general average of attainments in the English branches being unexcelled. No town surpasses Yarmouth in provision for the health and convenience of its academic pupils.

While statistics relating to the High School departments of the (late) Truro Model Schools are given in Table XVI, these were not during the past year formally connected with our academic system and drew no grants under the Act.

Though each employing two teachers of the academic class, the Academies at Sydney and Kentville failed to qualify for grants under provisions of section 6 (b). The failure in the case of the first named institution was largely due to a special cause explained in the appended Report of the Inspector of the District. No where have I observed more excellent teaching than in this academy. In building and apparatus, also, it is well equipped. At Kentville, the limited supply of "feeders" rendered the success of the experiment of maintaining an academy of the second grade more than doubtful from the very first. It is but due to the present Town Council to state that they are responsible neither for the injudicious attempt nor for its failure, and to recognize the very great improvements which they have recently effected in the matters of accommodation and organization.

In all the academies to which special reference has not been made, qualifications for grants have been sought under the provisions of section 6 (a) of the "Act to encourage Academic Education," the prime conditions being the employment of one teacher holding an academic license, and an annual average attendance of fifteen qualified pupils. The returns show that the cost of educating each pupil is to the Province considerably greater and to the locality much less, in the smaller than in the larger academies. The general character of the work accomplished in the former class of schools has been satisfactory, while in some of the smallest very distinct and gratifying indications of progress have been observed. In the nature of things, but few of the smaller academies are in a position to contribute largely to the diffusion of higher learning throughout the Counties whose names they bear. The hindrances are numerous,—geographical location, the competition of neighboring schools of almost equal grade, above all the superior attractions of larger and better endowed institutions. Some of our academies will reach their natural limit of development in filling the place of vigorous village High Schools.

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### SPECIAL INSTITUTIONS.

Table XVII. contains some particulars regarding the Institution for the Deaf and Dumb and the Halifax School for the Blind, institutions now definitely connected with the educational system of the Province. Each receives through this Department a statutory grant for each pupil in attendance (from Nova Scotia), and a corresponding draft on the County School Fund of the Municipality in which such pupil has his legal residence.

It is scarcely necessary to point out that a tabulated statement of operations can give but an imperfect idea of the character and value of the work accomplished by these Schools of special instruction. I therefore think it right to furnish in Appendix D brief extracts from the latest institutional reports. During the past year each School has had its power of usefulness largely increased by generous devises.

While the legislators and philanthropic citizens of our Province have thus provided facilities for educating, practically without cost to parents and guardians, those of our youth who are unfortunately deprived of the use of important organs of sense, it is a matter of deep regret that through misconception, apathy, or something worse, some members of these afflicted classes, though of educable age, are still left to grow up without the blessings of education, helpless when they might be self-supporting, blind or dumb, when the inner eye and ear of the soul might easily be opened for the admission of knowledge. The Directors, and particularly the Principals, of both Schools are putting forth efforts to obtain precise information respecting these exceptional cases, in order to extend the special training at their command to all for whom it is intended.

## PROVINCIAL EDUCATIONAL ASSOCIATION.

The annual session of the Provincial Educational Association was held at the usual time. The proceedings were exceptionally interesting and profitable. In addition to important contributions from members of the Public School Service, especially valuable papers were read by Rev. Dr. Sawyer, President of Acadia College; Rev. Prof. Burwash of Mount Allison College, Sackville, N. B.; and Prof. Roberts of King's College. The Association had under consideration a proposal to unite with the Educational Institutes of New Brunswick and Prince Edward Island in holding next summer an Inter-provincial Convention, in lieu of the regular annual sessions of the respective provincial bodies. The proposition having been favorably received by the Association, the Council of Public Instruction has sanctioned such a temporary modification of existing regulations as will allow it to be carried into effect. Arrangements have been made to hold the Inter-provincial Convention at St. John, N. B., during the third week of July.

## VICTORIA SCHOOL OF ART AND DESIGN.

I have thought it proper to include in this Report (Appendix E) the circular of the Victoria School of Art and Design, as conveying information concerning the organization of an institution in receipt of a grant from the Provincial Legislature. Through the liberality of the City Council of Halifax, which contributed to the School the sum of \$3000 from its "Jubilee Fund," and of private citizens, an endowment of nearly \$9000 has been secured, with the prospect of material additions. Though the industrial features contemplated by the Directors are not yet fully developed, a glance at the conspectus of studies will show that the object which no doubt influentially determined the legislative grant—an increased product of educated labor—has been kept prominently in view. In the strictly industrial departments there are four classes in attendance, each averaging about thirty pupils, the instruction being furnished either gratuitously or at nominal prices. It is estimated that the current expenses of the year will amount to \$2500, which will be met by interest on endowment, the legislative grant, and fees,—the latter chiefly from the "fine art" classes. While tolerably commodious and convenient quarters have been secured for the accommodation of the school, the want of a building specially adapted to its work is seriously felt. The manner in which the suggestion of this want has already been received, encourages an expectation that it will soon be supplied.

The Report of the Chairman of the Board of School Commissioners for the City of Halifax (Appendix C) shows that the year was one of

activity and progress within "the Metropolitan area." It contains a very satisfactory vindication of the financial policy of the Board. The Report of the Supervisor furnishes, in addition to valuable information, a timely discussion of important educational principles.

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I have much pleasure in testifying to the fidelity with which the Inspectors of Schools have discharged their increasingly arduous duties, and, without assuming responsibility for every opinion expressed, I commend to attentive perusal their respective Reports, which furnish interesting pictures of the internal working of our system, call attention to defects, and offer suggestions of improvement.

I have the honor to be,

Your Honor's most obedient servant,

DAVID ALLISON,

*Superintendent of Education.*



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PART II.

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STATISTICAL TABLES.

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PUBLIC SCHOOLS, COUNTY ACADEMIES, AND SPECIAL  
ACADEMIES.

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TABLE I.—PRELIMINARY.

COUNTY.	WINTER TERM ENDED APR. 30, 1887.						SUMMER TERM ENDED OCT. 31, 1887.						YEAR ENDED OCT. 31, 1887.		
	No. of Sections having no Sch'l this Term.	No. of Schools in Session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	Pupils. No. of Registered	No. of Sections having no Sch'l this Term.	No. of Schools in Session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	Pupils. No. of Registered	No. of Pupils registered, not on previous term.	No. of Sections having no Sch'l during year.	Total No. of dis. tereat pupils during year.	Proportion of population (Census of 1881) at School during year.	
Annapolis .....	104	17	102	31	3902	8	110	110	24	3798	957	6	4869	1 in 4.2	
Antigonish .....	79	8	87	4	3501	1	89	90	4	3768	695	1	4196	1 " 4.8	
Cape Breton .....	130	24	153	13	6384	31	144	144	14	6095	1104	16	7468	1 " 4.1	
Colchester .....	119	11	131	69	5314	6	140	145	38	5734	1348	2	6662	1 " 4.	
Cumberland .....	140	22	147	58	5600	5	162	171	62	6402	1886	.....	7488	1 " 3.6	
Digby .....	78	12	91	15	3963	9	93	96	18	4066	1904	3	4967	1 " 4.	
Guyaboro' .....	86	20	74	9	3083	9	84	84	13	3319	858	5	3911	1 " 4.5	
Halifax .....	129	23	129	41	5385	17	124	138	42	5644	1538	5	6903	1 " 4.6	
" City .....	1	.....	103	18	5671	.....	106	106	23	5906	1041	.....	6712	1 " 5.3	
Hants .....	99	10	115	47	4804	2	123	126	38	5032	1130	1	5934	1 " 3.9	
Inverness .....	165	29	145	162	5302	15	150	169	7	5643	1375	9	6577	1 " 3.9	
Kings .....	104	9	111	124	4774	3	117	122	26	4533	1319	2	6093	1 " 3.8	
Laurensburg .....	135	14	146	148	6090	20	132	134	17	5380	1354	3	7444	1 " 3.8	
Pictou .....	134	13	161	33	6677	10	164	169	28	7049	1456	5	8138	1 " 4.3	
Queens .....	43	7	51	53	1921	2	56	56	3	2066	525	.....	2546	1 " 4.1	
Richmond .....	70	12	67	5	2299	7	72	72	9	2512	683	3	2982	1 " 5.	
Shelburne .....	66	12	72	8	3076	5	77	77	5	3192	721	4	3797	1 " 3.9	
Victoria .....	91	29	62	8	2033	14	77	77	9	2375	957	6	2980	1 " 4.1	
Yarmouth .....	71	7	101	24	4613	6	98	98	29	4202	872	3	5485	1 " 3.8	
Total 1887 .....	1844	260	2042	438	84217	170	2123	2179	452	86731	20920	73	105137	1 " 4.1	
" 1886 .....	1844	278	2001	.....	84570	162	2111	2171	.....	86856	20840	95	105410	1 " 4.1	
Increase .....	.....	.....	41	56	.....	8	12	8	.....	.....	80	22	.....	.....	
Decrease .....	.....	13	.....	.....	353	.....	.....	.....	.....	135	.....	.....	273	.....	

## TEACHERS EMPLOYED.

TABLE II.—PUBLIC SCHOOLS: TEACHERS EMPLOYED.

COUNTY.	Grade	WINTER TERM.										SUMMER TERM.										NO. OF LICENSED ASSISTANTS.													
		Male Teachers.					Female Teachers.					Total.					Male Teachers.					Female Teachers.					Total.					Winter.		Summer.	
		Academic.		Class I.		Class II.	Class III.	Academic.		Class I.		Class II.	Class III.	Academic.		Class I.		Class II.	Class III.	Academic.		Class I.		Class II.	Class III.	Males.		Females.		Both.		M.		F.	
		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		Males.	Females.	Both.	M.	F.				
		Total.	Males.	Females.	Both.	Total.	Males.	Females.	Both.	Total.	Males.	Females.	Both.	Total.	Males.	Females.	Both.	Total.	Males.	Females.	Both.	Total.	Males.	Females.	Both.	Total.	Males.	Females.	Both.	M.	F.				
Annapolis .....	2	14	18	4	38	64	102	2	9	10	3	4	52	30	86	110	24	86	110	24	86	110	24	86	110	24	86	110	.....	.....	.....	.....	.....		
Antigonish .....	1	12	21	13	47	40	87	1	14	18	10	1	15	20	43	46	89	43	46	89	43	46	89	43	46	89	43	46	89	.....	.....	.....	.....	.....	
Cape Breton.....	2	24	22	32	80	73	153	3	23	14	24	1	7	43	30	64	80	64	80	144	64	80	144	64	80	144	64	80	144	.....	.....	.....	.....	.....	
Colchester.....	1	7	12	2	20	16	65	33	22	114	136	1	5	8	1	1	18	67	43	15	129	144	15	129	144	15	129	144	.....	.....	.....	.....	.....		
Cumberland.....	3	11	9	6	26	4	69	50	29	123	152	1	2	12	7	1	4	74	66	27	144	171	27	144	171	27	144	171	.....	.....	.....	.....	.....		
Digby .....	2	7	11	4	22	9	26	32	24	67	91	1	5	9	3	1	8	23	44	18	75	93	18	75	93	18	75	93	.....	.....	.....	.....	.....		
Guyaboro' .....	1	7	6	8	21	4	18	30	22	52	73	1	7	5	5	1	4	24	38	18	66	84	18	66	84	18	66	84	.....	.....	.....	.....	.....		
Halifax .....	.....	8	10	7	25	12	52	38	25	102	127	1	5	12	5	1	33	54	3	15	91	106	15	91	106	15	91	106	.....	.....	.....	.....	.....		
"    City.....	6	9	1	1	11	1	24	63	4	16	87	103	6	9	.....	1	8	72	28	17	108	125	17	108	125	17	108	125	.....	.....	.....	.....	.....		
Hants.....	1	11	6	1	18	11	64	28	19	103	122	2	8	6	1	1	1	16	33	107	50	157	107	50	157	107	50	157	.....	.....	.....	.....	.....		
Inverness.....	2	19	34	35	88	.....	25	31	90	56	146	2	18	44	43	1	1	55	40	16	104	120	16	104	120	16	104	120	.....	.....	.....	.....	.....		
Kings.....	1	20	18	.....	38	4	43	30	39	78	117	1	10	4	1	1	5	61	66	12	132	134	12	132	134	12	132	134	.....	.....	.....	.....	.....		
Lunenburg .....	1	7	4	8	19	3	49	76	20	128	148	1	5	2	4	1	18	70	39	47	122	169	47	122	169	47	122	169	.....	.....	.....	.....	.....		
Pictou .....	5	23	15	7	45	14	63	41	50	118	168	5	21	18	8	1	1	24	25	6	50	56	6	50	56	6	50	56	.....	.....	.....	.....	.....		
Queens .....	1	6	.....	1	7	1	24	20	8	45	53	1	4	.....	1	1	1	16	20	35	37	72	35	37	72	35	37	72	.....	.....	.....	.....	.....		
Richmond.....	1	6	12	15	33	1	15	17	34	38	67	1	7	14	13	1	1	28	32	12	65	77	12	65	77	12	65	77	.....	.....	.....	.....	.....		
Shelburne.....	2	7	6	1	14	3	23	29	16	56	72	2	5	4	1	1	4	10	28	38	39	77	38	39	77	38	39	77	.....	.....	.....	.....	.....		
Victoria .....	1	5	12	21	38	1	6	16	32	23	62	1	9	11	17	1	11	39	26	17	77	93	17	77	93	17	77	93	.....	.....	.....	.....	.....		
Yarmouth.....	3	9	5	5	19	11	36	32	22	79	101	2	6	5	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Total 1887....	36	212	222	170	604	135	734	569	640	1441	2081	35	177	191	151	4	140	811	649	554	1604	2158	9	18	7	14	9	18	7	14	.....	.....	.....	.....	.....
"    1886....	30	213	223	195	631	114	653	597	661	1365	2026	31	181	186	175	1	115	744	712	573	1572	2145	11	15	8	18	11	15	8	18	.....	.....	.....	.....	.....
Increase .....	6	.....	.....	.....	73	2	21	81	.....	76	55	4	.....	5	.....	3	25	67	.....	.....	32	13	.....	2	.....	3	.....	2	.....	.....	.....	.....	.....		
Decrease .....	.....	1	1	25	21	.....	.....	28	21	.....	.....	.....	4	.....	24	.....	.....	.....	63	19	.....	.....	1	.....	1	.....	1	.....	.....	.....	.....	.....	.....		



TABLE IV.—PUBLIC SCHOOLS: ATTENDANCE—WINTER TERM.

COUNTY.	AGE AND SEX OF PUPILS.					DAILY ATTENDANCE.				
	No. of Pupils under 6 years of age.	No. of Pupils from 6 to 15 yrs. of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	Grand total days' attendance made by all the pupils.	No. daily present at school for time in session.	No. daily present on an average for full term.	No. daily present on an average for time in session per 100 registered.	No. daily present on an average for full term per 100 registered.
Annapolis .....	3902	1 in 5.2	627	2125	1777	247189	2250.5	2157.8	57.7	55.3
Antigonish .....	3501	1 " 5.1	520	1936	1565	208743	1859.	1837.	53.1	52.2
Cape Breton .....	6864	1 " 4.9	1024	3599	2765	405023	3710.	3550.	58.3	55.8
Colchester .....	5314	1 " 5.	690	2805	2509	356660	3167.3	3098.9	59.6	58.8
Cumberland .....	5600	1 " 4.8	778	2992	2608	329696	2987.	2858.	53.3	51.
Digby .....	3963	1 " 5.	1073	2272	1601	251499	2311.3	2208.4	58.4	55.7
Guysboro' .....	3058	1 " 5.8	763	2732	1498	186259	1321.	1287.	43.2	42.1
Halifax .....	5365	1 " 5.9	805	2834	2531	353384	3120.	3066.	59.	57.
" City .....	5671	1 " 6.3	700	2935	2736	439013	4003.3	4008.3	70.	70.
Hants .....	4704	1 " 4.8	745	2699	2205	308956	2771.4	2709.2	57.7	56.3
Inverness .....	5202	1 " 4.9	846	2852	2350	308493	2689.	2573.	51.1	49.6
Kings .....	4774	1 " 4.9	865	2750	2024	297791	2774.2	2570.8	58.1	53.6
Lenenburg .....	6090	1 " 4.6	909	3157	2933	353162	3447.8	3371.6	56.6	55.3
Pictou .....	6677	1 " 5.3	1307	3590	3087	454061	4038.	3924.	60.4	58.7
Queens .....	1921	1 " 5.5	181	1021	900	134065	1207.8	1196.5	62.8	62.2
Richmond .....	2299	1 " 6.5	289	1271	1093	194517	1282.8	1200.4	53.6	52.2
Shelburne .....	3075	1 " 4.8	404	1703	1378	300222	1898.	1759.	60.	57.
Victoria .....	2023	1 " 6.	324	1119	904	123985	1108.	1008.	54.8	40.8
Yarmouth .....	4613	1 " 4.6	795	2517	2096	323935	2935.	2862.	64.	62.
Total 1887 .....	84217	1 " 5.2	13475	45637	38580	5446651	48770.8	47239.4	57.9	56.7
" 1886 .....	84570	1 " 5.2	13069	46167	38403	5599523	50562.	48371.7	59.7	57.1
Increase .....	353	.....	406	.....	177	152872	1791.2	1142.3	.....	.....
Decrease .....	.....	.....	.....	530	.....	.....	.....	.....	1.8	.....

TABLE V.—PUBLIC SCHOOLS: ATTENDANCE—SUMMER TERM.

COUNTY.	AGE AND SEX OF PUPILS.						DAILY ATTENDANCE.						
	No. of Pupils under 5 years of age.	No. of Pupils from 5 to 15 yrs. of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	Grand total days' attendance made by all the Pupils.	No. daily present at school on an average for time in session.	No. daily present at school on an average for full term.	No. daily present on average for time in session per 100 registered.	No. daily present on average for full term per 100 registered.			
Annapolis .....	3793	1 in 5.4	609	33	3556	204	1795	1998	233023	2263.6	2173.4	59.6	57.4
Antigonish .....	3768	1 " 4.7	404	27	3496	245	1963	1805	195130	1891.	1873.	50.2	49.7
Cape Breton .....	6095	1 " 5.1	816	29	5850	216	3221	2874	355034	3526.8	3389.6	53.8	55.6
Colchester .....	5754	1 " 4.6	618	33	5511	210	2866	2888	365680	3502.7	3404.6	60.	59.1
Cumberland .....	6402	1 " 4.2	818	36	6145	221	3170	3332	362478	3518.	3354.	55.	52.
Digby .....	4067	1 " 4.9	741	30	3848	188	2105	1961	256449	2529.7	2438.3	62.2	59.9
Guyaboro' .....	3819	1 " 5.4	613	19	3126	174	1719	1600	182034	1793.	1727.	54.	52.
Halifax .....	5644	1 " 5.6	816	51	5432	161	2773	2871	354553	3233.	3070.	53.	55.
" City .....	5906	1 " 6.1	700	2	5600	304	2918	2988	390118	4366.3	4366.3	74.	74.
Hants .....	5032	1 " 4.6	553	44	4740	248	2500	2532	313917	2999.3	2885.1	59.6	57.3
Inverness .....	5643	1 " 4.5	870	67	5235	291	2988	2655	285138	2666.	2518.	47.2	44.6
Kings .....	4533	1 " 5.1	911	47	4187	299	2093	2440	281791	2698.7	2448.8	59.5	54.
Lunenburg .....	5380	1 " 5.3	1064	98	5110	177	2596	2784	364918	3159.7	3071.6	58.7	57.
Pictou .....	7049	1 " 5.	1009	28	6657	364	3546	3503	445042	4253.	4174.2	60.3	59.2
Queens .....	2066	1 " 5.1	114	13	1928	125	983	1083	130979	1292.8	1258.7	62.5	60.9
Richmond .....	2512	1 " 6.	579	23	2412	77	1355	1117	149073	1456.8	1413.	58.	54.
Shelburne .....	3192	1 " 4.6	654	30	3002	160	1632	1660	214266	2117.	1984.	66.	62.
Victoria .....	2375	1 " 5.2	230	20	2249	106	1239	1136	125204	1193.	1116.	50.4	47.
Yarmouth .....	4202	1 " 5.	688	27	3964	211	2003	2199	283036	2823.	2620.	69.	62.
Total 1887 .....	86731	1 " 5.	12807	652	82098	3981	43345	43386	5267863	51338.4	49235.6	59.2	56.8
" 1886 .....	86853	1 " 5.	11751	661	82048	4149	43410	43448	5161886	51719.7	49663.	59.5	57.1
Increase .....	.....	.....	1056	9	50	.....	65	62	105977	.....	377.4	.....	.....
Decrease .....	127	.....	.....	.....	.....	168	.....	.....	.....	381.3	.....	.....	.....
												.3	.3

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	Health.	Moral and Pa- triotic Duties.	Temperance.	LESSONS ON NATURE.								SINGING.		READING.							
				Grade.								By Theory.	By Rule.	Grade.							
				I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Annapolis .....	1968	2022	1777	253	288	295	388	325	218	449	378	133	929	377	421	407	452	467	346	708	532
Antigonish .....	1115	1246	630	102	130	158	162	167	151	171	161	116	232	388	450	478	478	535	350	411	275
Cape Breton .....	3075	3236	2401	500	531	532	482	433	260	386	391	168	1775	868	1024	982	809	684	519	574	691
Colchester .....	2696	1863	1833	219	279	322	432	379	295	368	196	240	3259	520	590	637	730	695	625	859	428
Cumberland .....	2940	1721	1049	377	438	410	413	447	341	495	147	214	1748	633	707	712	810	795	711	816	302
Digby .....	2376	2431	2097	554	417	401	432	368	338	412	97	41	804	669	524	509	564	455	391	498	160
Guysboro' .....	772	663	591	80	180	107	166	132	155	117	105	61	566	336	438	392	401	415	398	278	192
Halifax .....	3254	2784	2876	674	470	344	318	232	174	193	152	215	3978	1067	800	708	719	626	473	671	269
" City .....	4846	4751	3776	1022	989	799	689	570	453	426	260	471	4235	1096	946	806	696	572	453	494	217
Hants .....	1956	2025	1739	266	321	366	370	351	238	359	230	33	1743	471	537	539	645	647	470	643	472
Inverness .....	1523	1352	949	324	359	384	387	306	230	215	74	98	495	405	812	773	834	694	675	210	101
Kings .....	1703	1610	1141	128	228	266	358	312	224	313	252	75	835	293	463	548	584	525	458	681	695
Lunenburg .....	1461	1234	1388	232	212	275	307	319	276	176	166	25	4206	801	857	807	952	742	698	644	226
Pictou .....	3197	2992	2350	432	390	529	455	390	398	673	708	224	3683	651	680	770	839	759	792	1107	550
Queens .....	810	751	726	190	171	141	184	106	69	112	73	20	503	293	222	219	290	219	186	267	125
Richmond .....	606	692	342	32	156	163	129	111	57	30	34	132	864	421	392	378	337	264	306	137	106
Shelburne .....	1346	1268	1005	172	262	238	265	241	199	199	172	.....	636	227	381	421	484	412	353	317	205
Victoria .....	827	805	413	103	144	213	196	137	87	27	26	.....	617	239	275	314	329	346	300	83	72
Yarmouth .....	1866	1378	1391	220	465	390	423	426	227	254	135	88	2060	795	720	631	605	660	495	414	238
Total 1887 .....	38337	34824	27979	5930	6374	6318	6506	5751	4390	5375	3347	2354	32688	10650	11239	11031	11558	10512	8999	9812	5856



TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—(CONTINUED).  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	SPELLING.								LANGUAGE.						GRAMMAR.		COMPOSITION.	
	Grade.								Grade.						Grade.		Grade.	
	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VII.	VIII.	
Annapolis .....	421	407	452	467	346	708	592	238	333	353	422	415	306	694	509	379	381	
Antigonish .....	457	583	513	513	360	389	340	180	266	284	373	388	395	787	571	252	183	
Cape Breton .....	1014	1007	810	718	528	536	688	475	657	761	713	609	495	667	584	208	370	
Colchester .....	587	638	734	694	625	862	428	279	402	543	668	627	571	859	459	507	353	
Cumberland .....	785	721	837	775	629	802	321	281	523	610	628	651	567	908	482	440	320	
Digby .....	513	509	564	455	391	482	180	511	446	451	502	494	330	450	153	381	140	
Guyaboro' .....	500	405	407	385	424	275	209	126	207	231	371	350	349	725	349	265	180	
Halifax .....	800	768	819	791	473	671	269	846	739	627	522	672	422	763	415	474	155	
" City .....	946	806	696	512	453	494	217	1043	892	788	684	572	453	476	231	414	219	
Hants .....	506	582	566	594	511	585	597	248	340	424	539	565	550	993	477	646	345	
Inverness .....	775	785	794	731	652	228	171	314	469	445	386	278	138	469	714	123	327	
Kings .....	574	493	628	575	514	553	798	198	391	476	469	491	638	1084	845	632	381	
Lunenburg .....	879	1902	932	863	756	609	229	512	784	872	992	918	654	974	249	556	199	
Pictou .....	859	831	825	756	810	1101	536	288	448	706	790	737	801	1110	521	730	326	
Queens .....	395	209	312	254	184	296	132	67	89	197	264	290	162	472	259	181	123	
Richmond .....	886	368	342	258	203	138	90	47	154	145	174	165	130	119	95	54	72	
Shelburne .....	672	441	465	420	321	366	188	140	200	256	455	319	224	317	204	215	160	
Victoria .....	260	308	334	322	273	76	68	129	214	206	225	76	39	188	248	90	93	
Yarmouth .....	944	663	598	471	492	418	245	300	398	461	455	570	345	567	283	411	219	
Total 1887 .....	12273	12876	11628	10699	8945	9689	6238	6222	7953	8346	9632	9127	7569	12625	7648	6958	4546	

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.—(CONTINUED).  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	GEOGRAPHY.								HISTORY.								ARITHMETIC.								ALGEBRA.	GEOMETRY.
	Grade.								Grade.								Grade.								Grade	Grade
	III.	IV.	V.	VI.	VII.	VIII.			V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VIII.					
Annapolis .....	248	406	430	324	622	530		233	262	550	532	290	377	484	445	461	347	713	528	212	242					
Antigonish .....	337	328	456	341	360	242		337	249	302	246	244	434	476	506	480	411	317	285	206	105					
Cape Breton .....	426	742	536	410	537	552		373	305	473	496	649	999	937	771	738	466	576	594	457	308					
Colchester .....	336	615	612	512	593	444		418	564	437	741	478	574	647	769	669	585	868	450	517	371					
Cumberland .....	339	506	591	548	837	350		261	377	702	362	507	620	662	743	704	601	868	307	250	246					
Digby .....	346	511	422	362	474	167		311	311	436	165	638	509	501	550	461	412	417	200	117	73					
Guyabaco' .....	261	363	406	315	232	165		214	295	239	151	270	342	371	433	317	381	283	169	187	114					
Halifax .....	538	612	587	499	580	234		491	531	645	369	784	719	754	721	632	641	685	394	327	187					
" City .....	638	636	570	453	478	231		508	453	478	231	1096	946	806	696	572	504	431	216	206	32					
Hants .....	501	504	662	556	547	377		398	441	550	402	414	507	577	600	694	475	644	419	362	216					
Inverness .....	131	636	644	379	33	26		133	633	491	701	456	763	773	733	536	141	102	25	200	112					
Kings .....	243	502	490	621	617	695		219	473	618	722	263	445	435	621	555	464	713	713	400	347					
Lunenburg .....	389	635	763	656	428	187		420	499	375	149	379	560	836	1002	827	633	506	127	256	138					
Pictou .....	666	767	675	709	1052	504		502	663	909	525	540	674	739	872	723	735	1125	546	576	306					
Queens .....	94	163	194	220	232	95		73	199	311	111	123	215	255	308	257	243	190	91	98	31					
Richmond .....	163	216	194	190	97	82		114	111	71	82	180	308	341	296	281	202	121	101	91	59					
Shelburne .....	266	186	393	316	322	193		233	295	254	198	317	362	409	458	369	391	303	206	163	137					
Shelburne .....	266	186	393	316	322	193		233	295	254	198	317	362	409	458	369	391	303	206	163	137					
Victoria .....	107	272	296	127	45	23		89	255	209	23	200	306	322	295	174	67	34	23	116	48					
Yarmouth .....	375	556	634	503	406	222		429	341	408	241	757	756	626	597	668	515	417	233	173	135					
Total 1887 .....	6459	9206	9556	8041	8632	5319		5756	7307	8468	5816	8581	10419	10851	11416	10123	8314	9303	5629	4914	3207					

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.--(CONTINUED).  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	WRITING.								INDUSTRIAL DRAWING.								BOOK-KEEP'G.		LATIN.	
	Grade.								Grade.								Grade.		Grade.	
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	VIII.	Grade.	VIII.
Annapolis.....	259	346	416	463	470	340	675	539	220	268	306	322	362	249	453	384	311	10		
Antigonish.....	223	390	483	498	445	344	365	204	21	28	38	9	32	25	59	32	115	14		
Cape Breton.....	547	948	927	857	721	440	603	580	36	222	163	140	90	66	206	150	194	6		
Colchester.....	396	562	630	730	650	661	811	468	288	347	434	522	477	467	549	281	545	14		
Cumberland.....	265	483	711	755	730	644	721	266	272	509	450	465	476	352	458	126	386	17		
Digby.....	584	514	489	556	453	398	493	219	481	449	375	410	481	355	315	121	94	.....		
Guyaboro'.....	302	368	373	374	413	279	270	215	11	92	83	77	108	138	37	37	154	13		
Halifax.....	682	666	710	678	676	415	503	306	589	401	304	328	306	148	207	218	187	.....		
" City.....	1092	986	806	696	569	456	494	216	1089	989	799	689	567	451	207	218	71	12		
Hants.....	366	556	523	601	631	536	628	471	234	193	317	386	344	313	250	190	291	9		
Inverness.....	402	804	822	770	520	328	146	73	89	187	240	218	156	129	50	10	184	5		
Kings.....	246	404	503	605	530	529	614	717	67	141	159	231	234	151	139	179	442	48		
Lenenburg.....	436	800	887	940	863	751	419	130	88	328	459	474	413	177	128	28	266	.....		
Pictou.....	332	518	738	849	755	774	1095	571	311	255	241	282	251	299	355	205	390	25		
Queens.....	47	139	210	260	261	183	276	118	179	56	105	132	64	69	71	26	130	.....		
Richmond.....	153	322	355	327	258	160	147	91	.....	6	5	20	16	.....	.....	11	20	4		
Shelburne.....	174	335	446	417	421	333	297	169	156	175	216	236	189	180	94	119	153	33		
Victoria.....	183	247	314	271	204	73	10	23	53	123	151	149	225	53	20	16	56	5		
Yarmouth.....	646	408	612	611	650	455	412	227	252	270	336	290	362	262	183	70	146	.....		
Total 1887.....	7335	9749	10956	11258	10220	8108	8979	5603	4436	4992	5181	5380	5153	3839	4068	2378	4125	215		

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.—(CONTINUED).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITRE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis .....	16	10	1	118	10	7	115	10	9	113	10	9	116	14	9	113	10	9	113	10	9	20	20	20
Antigonish .....	46	23	58	46	21	22	46	21	24	46	21	20	44	20	28	44	20	28	44	20	28	26	26	26
Cape Breton .....	174	32	62	171	32	10	175	32	16	154	49	14	122	55	15	124	38	16	124	38	16	38	38	38
Colchester .....	79	34	26	43	34	6	43	34	6	43	40	...	18	22	5	43	34	3	43	34	3	9	9	9
Cumberland .....	36	7	7	58	7	7	53	7	7	58	7	7	78	7	7	52	7	7	52	7	7	12	12	12
Digby .....	108	8	21	66	8	12	65	8	12	75	8	12	54	11	9	59	11	9	59	11	9	4	4	4
Guyaboro' .....	62	42	31	58	29	2	58	29	2	71	29	2	54	27	2	48	24	2	48	24	2	3	3	3
Halifax .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
" City .....	96	137	72	96	137	72	79	137	36	96	137	36	94	137	36	95	137	36	95	137	36	63	63	63
Hants .....	150	20	5	150	20	5	180	26	5	187	16	5	120	26	5	124	29	6	124	29	6	6	6	6
Inverness .....	61	17	8	61	17	8	16	59	22	35	86	8	35	36	...	44	33	2	44	33	2	5	5	5
Kings .....	171	77	40	171	77	40	239	77	22	192	80	22	182	81	22	174	77	28	174	77	28	19	19	19
Lunenburg .....	63	10	9	63	10	9	56	25	...	77	44	...	64	18	4	47	10	4	47	10	4	3	3	3
Pictou .....	200	84	196	200	84	196	174	87	127	162	87	127	194	87	138	165	89	127	165	89	127	59	59	59
Queens .....	12	19	4	12	19	4	12	19	4	12	19	4	12	19	5	12	19	4	12	19	4	4	4	4
Richmond .....	6	18	...	6	18	...	6	17	...	6	17	...	47	31	4	6	18	...	6	18	...	...	...	...
Shelburne .....	66	2	4	59	2	4	59	6	4	58	16	...	47	31	4	40	21	9	40	21	9	5	5	5
Victoria .....	15	5	7	15	5	7	15	5	7	15	5	7	15	5	7	15	5	7	15	5	7	...	...	...
Yarmouth .....	24	40	17	22	25	...	55	49	11	78	16	14	64	16	15	59	25	14	59	25	14	12	12	12
Total 1887 .....	1436	585	568	1418	624	288	1400	697	296	1108	689	299	1277	594	838	1264	607	311	1264	607	311	288	288	288

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—(CONTINUED).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	INDUSTRIAL DRAWING.		BOOK-KEEPING.		PHY-SICS.		BOT-ANY.		CHEM'Y. (HORG'IC).		CHEM'Y. (AGRIC'L).		PHYSI-OLGY.		GEO-LOGY.		LATIN.		GREEK.		FRENCH.		ZOO-LOGY.		ASTRO-NOMY.		GER-MAN.	
	Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.	
	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.
Annapolis ..	27	10	92	10	27	39	29	18	13	11	8	6	2	4	4	67	26	7	6	5	...	...	...	...	...	...	...	...
Antigonish ..	44	6	46	6	61	40	21	4	4	12	24	14	3	4	4	...	...	66	31	14	...	...	...	...	...	...	...	...
Cape Breton ..	46	9	74	21	34	76	12	9	9	29	2	7	...	...	...	...	...	20	...	...	...	...	...	...	...	...	...	...
Cochester ..	18	...	18	22	...	18	...	...	18	6	14	5	1	6	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Cumberland ..	32	...	6	...	45	...	17	6	33	33	8	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Digby ..	45	11	65	14	43	10	10	4	4	12	3	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Guysboro' ..	...	...	38	29	23	3	21	1	3	19	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Halifax ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
" City ..	162	34	97	103	68	19	161	7	40	48	51	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hants ..	22	...	120	20	26	43	32	1	14	9	44	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inverness ..	37	4	46	19	42	13	6	...	8	2	4	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kings ..	33	24	143	59	92	93	36	15	41	12	25	18	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lunenburg ..	3	...	22	10	11	7	...	...	1	14	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Pictou ..	35	69	147	78	245	25	102	...	92	51	52	100	17	25	31	...	...	...	...	...	...	...	...	...	...	...	...	...
Queens ..	...	...	...	...	17	...	4	4	4	4	13	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Richmond ..	5	15	4	6	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Shelburne ..	...	...	37	6	13	66	3	3	4	15	3	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Victoria ..	...	...	9	4	15	...	...	...	...	11	3	7	6	7	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Yarmouth ..	38	16	40	...	38	8	26	...	5	25	7	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total 1887..	592	213	1004	406	790	461	480	72	275	350	247	196	34	82	66	272	174	272	174	180	66	66	66	33	33	29	29	29

**TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	Health.	Moral and Pa- triotic Duties.	Temperance.	LESSONS ON NATURE.								SINGING.		READING.							
				Grade.								By Theory.	By Rule.	Grade.							
				I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Annapolis .....	2431	2380	2084	544	466	438	353	380	268	409	269	22	909	682	496	484	406	452	385	506	386
Antigonish .....	1924	1868	847	316	284	327	326	226	164	228	90	129	279	691	541	506	542	428	279	414	172
Cape Breton .....	2648	2545	1859	811	548	874	470	356	302	343	239	53	1788	1191	983	816	778	701	548	495	393
Colchester .....	2567	2558	2115	594	402	481	534	503	419	568	224	38	3546	1052	608	718	813	975	575	699	299
Cumberland .....	3290	3382	1856	994	700	690	762	584	498	588	218	328	1969	1348	887	849	895	747	525	715	233
Digby .....	2830	2530	2170	884	591	478	489	378	239	284	133	70	722	1045	654	537	574	447	242	335	142
Guyaboro' .....	734	745	608	118	139	143	170	116	114	69	43	119	551	607	500	468	470	415	366	297	102
Halifax .....	3644	3126	3147	576	378	427	322	312	134	166	117	196	3298	1071	996	719	858	617	371	506	302
" City .....	5217	5051	4455	1409	986	764	659	686	430	392	277	377	4369	1349	974	802	687	669	478	399	282
Hants .....	2288	2367	1800	521	358	420	420	516	388	464	244	107	2084	1015	584	602	537	727	490	562	325
Inverness .....	1966	1018	966	441	372	322	274	248	181	186	73	118	839	1295	815	866	789	701	569	231	128
Kings .....	2908	1505	1299	859	380	404	863	322	266	843	29	138	1247	692	599	594	558	521	374	480	432
Lanenburg .....	1824	1426	907	426	389	316	381	336	247	248	72	....	3324	1167	847	742	757	623	491	399	136
Pictou .....	3024	2604	2273	602	468	421	463	381	431	585	268	308	3463	1071	862	839	873	787	814	854	568
Queens .....	675	448	551	145	115	82	163	92	66	75	41	....	662	406	394	282	285	309	196	154	73
Richmond .....	780	693	435	205	192	203	168	114	71	53	31	51	456	632	450	396	315	292	186	133	71
Shelburne .....	1568	1322	1062	367	342	386	416	330	223	181	136	12	471	612	471	506	479	431	254	210	149
Victoria .....	962	963	528	184	189	259	227	186	114	26	20	33	795	414	389	405	410	375	379	156	27
Yarmouth .....	1814	1722	1135	701	526	395	478	356	265	292	63	25	1854	971	656	594	567	413	355	304	184
Total 1887 .....	42489	37898	30097	10127	7665	7925	7428	6372	4785	5334	2587	2114	32626	17311	12606	11745	11588	10580	7777	7838	4303

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM—(CONTINUED).  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	SPELLING.								LANGUAGE.								GRAMMAR.		COMPOSITION.	
	Grade.								Grade.								Grade.		Grade.	
	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	XII.	XIII.
Annapolis .....	496	484	406	452	335	506	336	484	437	452	370	444	334	477	332	366	284			
Antigonish .....	565	499	547	428	279	414	189	250	267	414	404	324	305	503	326	275	207			
Cape Breton .....	999	793	835	727	585	500	385	508	653	634	703	652	557	509	405	266	321			
Colchester .....	612	718	896	677	570	724	300	491	412	542	731	602	445	501	278	434	242			
Cumberland .....	1066	844	896	756	528	713	280	786	670	663	814	709	493	652	299	414	243			
Digby .....	654	537	574	447	242	335	142	821	602	488	535	410	244	333	168	306	160			
Guyaboro' .....	515	454	504	421	333	291	102	201	244	284	334	451	263	508	234	240	131			
Halifax .....	966	783	887	669	478	392	277	1283	955	780	716	672	458	392	262	353	262			
" City .....	1023	602	643	723	539	637	461	266	381	515	605	675	605	797	353	674	280			
Hants .....	968	859	785	771	628	290	167	415	423	468	406	392	227	534	670	237	351			
Inverness .....	890	601	594	535	501	418	503	449	462	528	469	529	515	613	431	549	266			
Lunenburg .....	934	744	709	647	503	407	142	408	523	649	620	600	570	662	193	440	177			
Pictou .....	1143	845	866	802	814	854	513	590	680	703	807	813	906	918	500	585	390			
Queens .....	318	325	267	265	235	161	133	83	181	281	347	180	151	522	160	260	100			
Richmond .....	1051	496	433	279	160	133	70	117	173	194	175	168	83	182	85	84	72			
Shelburne .....	1061	496	433	279	160	133	70	117	173	194	175	168	83	182	85	84	72			
Victoria .....	376	262	405	368	278	125	40	178	266	297	217	76	31	249	251	82	166			
Yarmouth .....	613	605	564	433	350	299	181	299	477	470	465	379	292	376	187	396	153			
Total 1887.....	14634	11563	11734	10447	7954	7909	4647	8812	8843	9470	9760	8982	7206	9540	5674	6290	4020			

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—(CONTINUED).  
Common School Courses. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	GEOGRAPHY.								HISTORY.								ARITHMETIC.								GEOM- ETRY.	
	Grade.								Grade.								Grade.								Grade	
	III.	IV.	V.	VI.	VII.	VIII.			V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.					Grade	VIII.
Annapolis .....	339	324	434	336	502	336	305	286	470	323	614	489	484	407	452	338	506	337	244	162						
Antigonish .....	277	405	464	338	392	152	172	220	309	201	511	448	531	483	443	324	399	147	186	130						
Cape Breton .....	403	629	623	512	460	380	366	368	346	271	688	918	764	788	671	567	506	407	480	281						
Colchester .....	342	609	567	493	648	277	380	463	601	297	927	516	713	765	602	518	643	283	251	196						
Cumberland .....	408	531	633	595	641	288	492	462	628	403	1039	754	769	834	746	543	623	247	292	174						
Digby .....	421	512	427	252	326	166	308	217	320	167	984	647	540	573	427	252	326	168	99	86						
Guyaboro' .....	316	454	406	356	310	102	277	231	226	157	386	356	426	428	419	323	306	81	145	93						
Halifax .....	528	523	496	434	446	238	488	442	588	375	1126	988	749	727	601	478	345	261	304	161						
"    City .....	735	694	665	466	352	262	566	466	352	262	1296	979	798	706	665	459	392	262	202	38						
Hants .....	393	575	674	630	610	379	373	493	581	380	797	555	570	651	697	519	581	319	302	221						
Inverness .....	125	441	515	441	266	132	123	353	499	202	567	675	717	682	618	366	164	116	277	99						
Kings .....	414	506	441	458	498	465	344	364	427	454	584	566	585	575	540	359	497	431	329	281						
Lunenburg .....	348	531	361	454	346	196	423	259	292	187	731	749	763	768	617	475	357	184	202	112						
Pictou .....	1116	647	752	844	851	483	535	640	740	479	920	847	836	871	784	794	847	498	459	394						
Queens .....	68	123	193	277	187	77	126	197	187	93	180	273	266	275	240	237	165	94	141	88						
Richmond .....	192	244	213	116	114	60	137	99	82	57	251	351	384	232	245	135	138	65	73	46						
Shelburne .....	305	431	452	280	174	131	234	252	227	130	492	449	497	430	450	271	200	159	201	129						
Victoria .....	179	286	232	210	50	.....	74	318	239	25	316	375	419	312	335	134	34	4	111	44						
Yarmouth .....	395	525	418	344	307	170	269	292	314	177	840	633	571	541	420	336	324	167	192	120						
Total 1887 .....	7304	8990	8968	7836	7520	4290	5897	6522	7466	4640	13257	11568	11382	11148	9972	7430	7353	4270	4490	2855						



**TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—(CONTINUED).**  
*Common School Courses. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	WRITING.								INDUSTRIAL DRAWING.								BOOK-KEEP'G.		LATIN.	
	Grade.								Grade.								Grade.		Grade.	
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	VIII.	Grade.	VIII.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	VIII.	Grade.	VIII.
Annapolis.....	522	459	481	403	449	335	483	319	419	385	387	339	364	268	338	189	129	8	129	
Antigonish.....	384	443	527	493	447	349	328	150	38	50	78	55	74	69	63	15	125	1	125	
Cape Breton.....	568	879	743	797	670	543	501	424	140	117	171	180	86	67	81	80	126	11	126	
Colchester.....	604	575	681	824	666	568	667	295	552	360	404	488	463	344	412	180	173	24	173	
Cumberland.....	769	756	772	860	687	545	711	224	650	489	390	430	417	390	412	130	230	2	230	
Digby.....	950	640	525	565	421	248	329	142	812	551	384	395	335	222	253	107	79	7	79	
Guysboro'.....	432	418	404	471	360	232	281	94	74	63	85	110	109	58	42	31	95	8	95	
Halifax.....	952	734	796	710	545	482	442	293	836	374	245	317	306	145	124	117	60	.....	.....	
" City.....	1380	918	921	696	669	465	392	277	1343	900	798	696	669	465	306	227	84	38	38	
Hants.....	580	493	583	511	705	527	555	330	390	265	359	390	429	304	406	314	248	9	248	
Inverness.....	740	758	703	721	583	364	204	112	97	78	136	119	103	68	56	75	148	5	148	
Kings.....	513	504	604	560	534	434	452	464	213	177	235	225	292	166	164	125	181	231	231	
Lunenburg.....	695	796	736	711	593	475	391	171	188	235	291	274	259	176	164	51	144	.....	.....	
Pictou.....	648	594	848	865	826	788	831	465	241	255	230	244	279	216	352	182	300	45	300	
Queens.....	107	206	262	252	311	215	180	102	29	25	117	132	124	125	24	17	59	1	59	
Richmond.....	263	332	387	339	257	142	126	67	22	34	29	34	18	26	17	11	31	5	31	
Shelburne.....	330	439	498	414	432	316	169	144	171	212	277	247	185	113	79	38	121	19	121	
Victoria.....	329	370	419	319	287	162	49	38	24	110	111	144	96	55	23	24	67	17	67	
Yarmouth.....	752	610	584	565	403	338	319	184	502	310	355	357	328	208	174	121	123	.....	.....	
Total 1887.....	11518	10924	11474	11076	9845	7518	7410	4296	6741	4990	5082	5165	4936	3485	3490	2024	2523	431	431	

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—(CONTINUED).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITER.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis.....	69	11	12	62	18	7	69	11	7	69	11	7	69	11	7	69	11	7	69	11	7	69	11	7
Antigonish.....	99	37	17	98	37	2	99	37	15	97	43	2	97	43	2	60	34	17	66	34	17	66	34	17
Cape Breton.....	105	45	12	84	45	12	84	45	12	106	45	12	106	45	12	84	32	12	84	45	12	84	45	12
Colchester.....	51	59	34	38	59	...	54	53	22	79	61	...	79	61	...	42	13	...	55	13	21	55	13	21
Cumberland.....	61	12	12	66	12	7	66	12	7	66	12	7	66	12	7	66	12	7	66	12	7	66	12	7
Digby.....	44	35	9	62	18	9	12	18	9	62	18	9	62	18	9	59	21	9	57	22	9	57	22	9
Guyaboro'.....	40	16	33	40	16	...	49	16	...	38	16	...	38	16	...	38	16	...	40	16	...	40	16	...
Halifax.....	158	109	21	138	109	29	153	109	29	153	109	29	153	109	29	129	106	29	129	106	29	129	106	29
"    City.....	132	16	31	123	16	7	132	16	7	122	16	7	122	16	7	105	14	9	104	19	9	104	19	9
Haute.....	43	12	4	43	24	1	43	9	1	43	9	1	43	9	1	33	8	1	28	25	5	28	25	5
Inverness.....	143	80	19	123	47	19	139	43	21	131	39	19	131	39	19	113	45	19	95	43	19	95	43	19
Kings.....	64	15	9	55	15	...	55	15	2	54	15	2	54	15	2	53	15	2	55	15	2	55	15	2
Lunenburg.....	178	93	158	184	93	87	185	93	88	178	93	88	178	93	88	166	93	88	174	93	88	174	93	88
Pictou.....	15	18	4	30	18	4	20	18	4	20	18	4	20	18	4	15	18	4	15	18	4	15	18	4
Queens.....	12	...	1	18	8	6	18	8	6	18	8	6	18	8	6	16	6	6	18	8	6	18	8	6
Richmond.....	48	5	12	48	4	3	48	4	3	48	5	3	48	5	3	37	5	7	49	5	7	49	5	7
Shelburne.....	12	8	8	12	8	9	12	8	9	12	8	9	12	8	9	12	8	9	12	8	9	12	8	9
Victoria.....	74	39	8	69	22	6	82	38	7	82	38	6	82	38	6	82	38	7	82	38	7	82	38	7
Yarmouth.....	1343	610	412	1293	569	208	1361	553	249	1377	564	211	1177	495	233	1189	533	258	1189	533	258	1189	533	258
Total 1887.....	1343	610	412	1293	569	208	1361	553	249	1377	564	211	1177	495	233	1189	533	258	1189	533	258	1189	533	258

TABLE VI—PUBLIC SCHOOLS: SUMMER TERM—(CONTINUED).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	INDUSTRIAL DRAWING.		BOOK-KEEPING.		PHY. SICS.		BOT. ANY.		CHEM'Y. (INDUS'TRIAL).		CHEM'Y. (AGRIC'L).		PHYSIOLOGY.		GEO. LOGY.		LATIN.			GREEK.			FRENCH.			ZOO. LOGY.		ASTRO-NOMY.		GERMAN.	
	Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.			Year.			Year.			Year.		Year.		Year.	
	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	
Annapolis ..	26	6	38	8	3	62	17	5	7	23	8	4	5	2	10	6	2	5	2	10	6	2	5	2	10	6	2	5	2	10	
Antigonish ..	27	11	64	36	.....	55	14	25	25	17	20	6	6	3	51	19	4	3	2	51	19	5	.....	.....	.....	.....	.....	.....	.....	.....	
Cape Breton ..	33	14	71	31	19	80	12	5	12	24	11	10	.....	.....	24	9	4	1	1	26	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Colchester ..	6	8	20	.....	1	21	2	.....	.....	25	6	1	.....	.....	7	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Cumberland ..	26	5	73	.....	33	36	10	10	11	24	5	2	1	.....	1	3	4	.....	.....	2	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Digby ..	36	18	57	18	34	40	28	18	7	30	5	4	.....	.....	1	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Guyaboro' ..	12	5	39	16	10	39	2	10	2	.....	3	3	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Halifax ..	138	70	141	64	54	163	108	6	54	63	37	9	.....	.....	13	7	.....	.....	.....	52	59	.....	.....	.....	.....	.....	.....	.....	.....	.....	
" City ..	.....	.....	101	14	16	92	29	24	32	2	46	16	.....	.....	.....	3	.....	.....	.....	4	1	4	.....	.....	.....	.....	.....	.....	.....	.....	
Hants ..	6	.....	28	7	10	42	7	8	4	.....	13	6	1	.....	3	2	1	.....	.....	24	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Inverness ..	16	24	68	33	9	74	9	31	34	.....	12	29	10	.....	2	7	.....	.....	.....	16	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Kings ..	25	.....	25	.....	22	52	1	1	3	.....	12	2	2	.....	2	1	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Lunenburg ..	86	70	148	104	221	209	113	66	97	34	58	37	85	.....	8	20	54	72	52	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Pictou ..	3	12	.....	.....	2	12	2	2	3	.....	6	8	4	.....	1	4	.....	.....	.....	16	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Queens ..	6	8	15	6	1	14	.....	.....	.....	.....	5	12	10	.....	.....	4	.....	.....	.....	9	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Richmond ..	.....	.....	28	4	7	42	9	8	11	.....	9	2	9	.....	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Shelburne ..	12	2	7	11	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Victoria ..	57	.....	14	3	8	65	.....	.....	13	.....	12	22	7	.....	.....	.....	.....	.....	.....	3	55	36	6	.....	.....	.....	.....	.....	.....	.....	
Yarmouth ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Total 1887..	490	183	937	351	461	1101	358	219	315	63	332	229	164	22	59	107	335	211	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34

TABLE VII.—PUBLIC SCHOOLS: TIME IN SESSION.

COUNTY.	WINTER TERM.								SUMMER TERM.							
	No. of Schools open this term.	No. in session less than 80 days during this term.	No. in session 80 days or upwds. but less than 100.	Total No. in session less than 100 days.	No. in session 100 days or upwds. but less than full term.	No. in session the full term.	Average No. of days all schools were in session.	No. of Schools open this term.	No. of Schools in session less than 80 days during the term.	No. in session 80 days or upwds. but less than full term.	Total No. in session less than 100 days.	No. in session 100 days or upwds. but less than full term.	No. in session the full term.	Average No. of days all schools were in session.	No. of Schools open this term.	No. of Schools in session less than 80 days during the term.
Annapolis .....	102	4	9	13	21	68	111.2	110	5	10	15	21	74	108.7	110	5
Antigonish .....	87	2	1	3	14	70	114.	89	.....	5	5	16	68	107.	89	.....
Cape Breton .....	153	9	4	13	31	109	111.	144	7	11	18	26	100	108.8	144	7
Colchester .....	131	1	5	6	33	92	113.	140	1	11	12	33	95	105.	140	1
Cumberland .....	147	5	7	12	46	89	111.	142	6	12	18	59	85	103.	142	6
Digby .....	91	6	1	7	24	60	110.6	93	5	3	8	18	67	104.1	93	5
Guyaboro' .....	74	2	2	4	14	56	113.	84	2	11	13	18	53	104.	84	2
Halifax .....	123	10	4	14	38	71	114.	134	9	10	19	40	75	101.	134	9
" City .....	103	.....	.....	.....	5	98	119.	106	1	105	106	.....	104	93.	106	1
Hants .....	115	2	3	5	32	78	113.4	123	2	8	10	47	66	103.9	123	2
Inverness .....	145	6	5	11	36	98	111.	150	23	9	32	15	103	102.	150	23
Kings .....	111	9	18	27	28	56	107.5	117	8	38	46	28	43	98.	117	8
Lunenburg .....	146	1	4	5	47	94	113.4	132	4	9	13	37	82	105.7	132	4
Pictou .....	161	5	4	9	53	99	112.7	164	1	5	6	54	105	106.	164	1
Queens .....	51	.....	.....	.....	14	37	114.6	56	1	4	5	19	32	105.1	56	1
Richmond .....	67	3	.....	3	13	51	113.	72	2	6	8	16	48	104.7	72	2
Shelburne .....	72	3	1	4	42	26	111.	77	2	8	10	29	38	104.	77	2
Victoria .....	62	8	4	12	18	32	106.	77	8	7	15	15	47	101.	77	8
Yarmouth .....	101	.....	6	5	46	50	113.	93	.....	6	6	50	87	104.	93	.....
Total 1887 .....	2042	76	77	153	555	1384	112.2	2123	87	278	365	540	1322	103.1	2123	87
" 1886 .....	2001	57	117	174	621	1206	111.8	2111	61	244	325	642	1241	103.2	2111	61
Increase .....	41	19	40	21	.....	128	.4	12	6	34	40	.....	81	.....	12	6
Decrease .....	.....	.....	.....	.....	66	.....	.....	.....	.....	.....	.....	102	.....	.....	.....	.....

TABLE VIII.—COMPARATIVE STATEMENT OF EXPENDITURE OF GOVERNMENT GRANTS TO COMMON SCHOOLS, AND OF SECTIONAL ASSESSMENT.

COUNTY.	Population.	GOVERNMENT GRANTS.						Amount voted at last Annual Meeting for school purposes, exclusive of repairs.	Amount voted for Building and Repairs.
		WINTER TERM.			SUMMER TERM.				
		No. of Schools in section.	No. of Pupils registered.	Sum of Grants to Government per pupil.	No. of Schools in section.	No. of Pupils registered.	Sum of Grants to Government per pupil.		
Annapolis .....	20598	102	3902	\$4486 39	118	3793	\$4623 19	\$11580 00	\$2489 00
Antigonish .....	18060	87	3501	3653 22	89	3768	3806 04	7301 00	792 00
Cape Breton .....	31258	153	6364	6300 75	144	6095	5996 85	18670 00	3172 00
Colchester .....	26720	131	5314	5782 44	108	5754	6009 23	17790 00	1754 00
Cumberland .....	27369	147	5800	5868 84	104	6402	6273 29	17648 00	4550 00
Digby .....	19881	91	3963	3731 38	94	4066	3714 96	919861 00	1151 00
Guysboro' .....	17808	74	3658	3871 58	84	3819	3220 97	9124 00	4294 00
Halifax .....	31817	123	5365	5229 94	97	5644	5588 81	18884 00	2304 00
"    City .....	36100	108	5671	4885 88	86	5906	5081 16	64200 00	4200 00
Hants .....	23359	115	4804	5015 81	104	5032	5599 83	17144 00	2190 00
Inverness .....	26651	145	5202	6175 48	118	5643	5910 80	9067 00	4095 00
Kings .....	23469	111	4774	4777 74	100	4533	4637 38	14735 00	3074 50
Lunenburg .....	28583	146	6090	6438 87	89	5380	4950 75	12571 40	4146 00
Pictou .....	35535	161	6677	6833 47	102	7049	7042 75	20831 50	2583 00
Queens .....	10577	51	1921	2123 82	56	2066	2232 91	5191 00	604 00
Richmond .....	15121	67	2299	2652 48	115	2512	2838 60	4435 15	613 00
Shelburne .....	14913	72	3976	2876 76	93	3192	3037 38	8930 00	579 00
Victoria .....	12470	62	2923	2130 77	05	2375	2735 17	4378 00	1103 00
Yarmouth .....	21284	101	4613	4295 65	93	4202	3891 94	18703 00	2973 00
Total 1887 .....	440572	2042	84217	85130 27	101	86731	86937 01	290544 05	46671 50
"    1886 .....	440572	2001	84670	81949 95	96	86856	85235 02	278531 50	43372 80
Increase .....	.....	41	.....	3180 32	05	.....	1701 99	11962 55	3298 70
Decrease .....	.....	.....	353	.....	.....	125	.....	.....	.....

TABLE IX.—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, 1887.

STATIONS.	A.			MALE B.				FEMALE B.				MALE C.			
	Candidates.	Remain- Candidates.	Total Candidates.	Candidates for Grade A.	Received Grade A.	Received Grade B.	Received Grade C.	Received Grade D.	Failed.	Candidates for Grade B.	Received Grade B.	Received Grade C.	Received Grade D.	Failed.	Candidates for Grade C.
Amherst .....	11	33	44	...	...	...	...	...	1	4	1	...	...	...	18
Antigonish .....	35	66	101	1	...	...	...	...	2	5	...	...	...	...	3
Arlivat .....	17	15	32	...	...	...	...	...	...	5	3	...	...	...	7
Bedford .....	19	19	38	...	...	...	...	...	...	1	...	...	...	...	3
Barrington .....	6	22	28	...	...	...	...	...	...	...	...	...	...	...	5
Bridgewater .....	18	37	55	...	...	...	...	...	1	...	...	...	...	...	4
Cheticamp .....	21	10	31	...	...	...	...	...	...	3	2	...	...	...	4
Clare .....	2	24	26	...	...	...	...	...	...	...	...	...	...	...	1
Digby .....	10	22	32	...	...	...	...	...	...	3	1	...	...	...	7
Guysboro' .....	3	26	29	...	...	...	...	...	...	...	...	...	...	...	3
Halifax .....	8	57	65	...	...	...	...	...	...	11	4	...	...	...	6
Kentville .....	28	81	109	2	...	...	...	...	...	10	2	...	...	...	10
Liverpool .....	6	31	37	1	...	...	...	...	...	1	...	...	...	...	4
Lunenburg .....	7	60	67	...	...	...	...	...	...	...	...	...	...	...	6
Margaret Forks... ..	17	22	39	...	...	...	...	...	...	...	...	...	...	...	7
New Glasgow .....	14	33	47	...	...	...	...	...	...	...	...	...	...	...	8
Normal School... ..	31	93	124	...	...	...	...	...	...	23	11	...	...	...	22
Pictou .....	30	40	70	4	2	2	...	...	...	7	1	...	...	...	14
Port Hawkesbury .....	9	9	18	...	...	...	...	...	...	3	...	...	...	...	4
Port Hood .....	42	38	80	...	...	...	...	...	...	1	...	...	...	...	8
Shelburne .....	3	26	29	...	...	...	...	...	...	...	...	...	...	...	15
Sherbrooke .....	7	20	27	...	...	...	...	...	...	...	...	...	...	...	3
Sydney .....	35	53	88	2	1	1	...	...	...	...	...	...	...	...	8
Tatamagouche .....	13	32	45	...	...	...	...	...	...	...	...	...	...	...	2
Truro .....	10	57	67	1	...	...	...	...	...	...	...	...	...	...	8
Windsor .....	6	53	59	...	...	...	...	...	...	4	1	...	...	...	6
Yarmouth .....	5	32	37	...	...	...	...	...	...	1	...	...	...	...	4
Total 1887.....	413	1011	1424	11	4	7	...	...	...	79	21	33	18	7	206
" 1886.....	382	1166	1548	13	8	3	2	...	...	80	33	35	10	2	173
Increase .....	31	...	...	...	...	4	...	...	...	...	...	...	...	...	33
Decrease .....	...	155	124	2	4	...	...	...	4	1	12	2	8	5	33

TABLE IX.—(CONTINUED).—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, 1887.

STATIONS.	FEMALE C.			MALE D.			FEMALE D.			Total received Grade A.	Total received Grade B.	Total received Grade C.	Total received Grade D.	Total received Licensees.	No. rec'd higher Grade than held before.	No. rec'd same Grade as held before.	No. rec'd lower Grade than held before.	New applicants rec'd license.	No. rec'd Grade applied for.	No. rec'd lower Grade than applied for.	No. failed.
	Candidates for Grade C.	Received Grade C.	Failed Grade D.	Candidates for Grade D.	Received Grade D.	Failed Grade D.	Candidates for Grade D.	Received Grade D.	Failed Grade D.												
Amherst .....	20	4	11	2	1	2	8	31	6	20	1	10	10	21	3	5	5	13	8	13	23
Antigonish .....	33	12	16	11	1	10	31	20	6	25	2	19	25	46	6	9	9	26	28	23	55
Arsheath .....	6	4	1	5	3	2	10	2	2	14	3	4	7	14	6	4	4	5	5	6	18
Baddeck .....	7	3	3	15	7	8	11	2	2	10	...	3	15	18	2	3	3	10	11	7	20
Barrington .....	13	6	3	5	1	1	9	7	1	2	...	10	11	21	6	5	5	13	18	7	7
Bridgewater .....	30	7	18	2	1	1	7	1	6	2	2	11	11	24	6	6	6	13	14	10	31
Chatham .....	2	...	...	14	3	11	8	...	...	...	...	3	5	8	2	2	1	3	4	4	23
Clare .....	16	5	3	7	1	1	9	1	8	...	...	6	5	9	1	2	2	6	6	3	17
Digby .....	17	2	7	...	...	...	2	2	1	...	...	5	15	21	5	5	3	10	6	15	11
Guy'sboro' .....	14	8	...	...	...	...	12	3	9	...	...	7	11	18	5	11	...	8	10	8	11
Halifax .....	34	10	14	1	1	...	12	3	0	...	...	16	17	37	9	11	...	17	18	18	28
Kentville .....	83	19	15	2	...	...	16	4	14	...	4	31	35	76	13	14	6	43	36	40	33
Liverpool .....	14	5	4	...	...	...	16	6	10	1	10	8	11	21	6	3	...	12	15	6	16
Lanenburg .....	39	10	8	21	...	...	21	7	14	...	...	15	16	31	2	3	...	26	21	10	36
Margaree Forks .....	6	2	1	3	8	2	16	...	...	...	...	4	6	10	3	4	1	2	6	5	29
New Glasgow .....	19	12	4	3	2	2	11	...	...	...	...	21	8	32	13	5	...	14	23	10	15
Normal School .....	57	26	18	13	1	...	13	1	12	...	...	61	27	94	37	23	...	34	63	36	30
Pictou .....	19	5	3	11	2	1	14	1	13	2	6	23	19	41	10	7	...	22	18	29	29
Port Hawkesbury .....	2	...	2	3	3	3	4	...	...	...	1	3	3	7	2	3	1	1	2	6	11
Port Hood .....	13	1	5	11	2	9	24	5	19	...	...	12	31	44	9	11	...	24	12	32	36
Shelburne .....	20	8	7	...	...	...	6	2	8	...	...	9	8	18	5	3	1	11	11	7	11
Sherbrooke .....	13	7	4	2	...	...	6	...	...	...	1	9	6	15	6	3	...	5	8	7	12
Sydney .....	25	5	10	8	1	7	26	5	21	6	5	20	19	45	13	8	1	23	24	21	43
Tatamagouche .....	10	5	3	1	2	...	22	8	14	...	...	8	11	19	2	2	1	14	16	3	26
Truro .....	41	12	17	1	...	...	15	2	13	...	2	17	16	35	5	8	...	22	18	17	32
Windsor .....	36	10	12	...	...	...	13	3	10	...	2	15	17	34	5	5	1	23	17	17	25
Yarmouth .....	18	10	4	...	...	...	13	7	6	...	...	13	11	24	5	2	1	16	18	6	13
Total 1887 .....	575	191	220	95	26	69	337	76	261	4	62	352	365	783	186	158	23	416	433	350	641
" 1886 .....	610	246	171	193	33	75	475	110	365	8	76	383	396	863	205	136	14	508	540	323	685
Increase .....	...	55	7	13	7	6	118	34	84	4	14	31	31	...	19	...	9	...	107	...	44
Decrease .....	36	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

**TABLE X.**  
**SPECIAL GOVERNMENT AID TO POOR SECTIONS.**

COUNTY.	Paid by Government over and above the ordinary Grants, towards Salaries of Teachers em- ployed in Poor Sections.		TOTAL.
	Winter Term.	Summer Term.	
Annapolis .....	\$ 78 68	\$ 122 38	\$ 201 96
Antigonish .....	77 13	104 99	182 12
Cape Breton .....	150 00	150 00	300 00
Colchester .....	150 00	150 00	300 00
Cumberland .....	150 00	150 00	300 00
Digby .....	86 50	113 54	200 04
Guysboro .....	59 48	92 21	151 69
Halifax .....	132 81	124 56	257 37
Hants .....	119 65	156 84	276 49
Inverness .....	99 46	123 60	223 06
Kings .....	125 11	174 89	300 00
Lunenburg .....	100 03	88 83	188 86
Pictou .....	89 04	129 24	218 28
Queens .....	89 30	134 27	223 57
Richmond .....	98 65	104 52	204 17
Shelburne .....	36 93	46 37	83 30
Victoria .....	33 01	58 79	91 80
Yarmouth .....	92 88	79 90	162 78
Total—1887....	1769 66	2094 93	3864 59
“ 1886....	1818 51	2134 23	3952 74
Increase .....	.....	.....	.....
Decrease .....	48 85	39 30	88 15



**TABLE XI.**  
**POOR SECTIONS—SPECIAL COUNTY AID.**

MUNICIPALITIES.	Number of these Sections having Schools.		Amount of County Assessment paid to these Schools over and above ordinary allowance.		
	Winter Term.	Summer Term.	Winter Term.	Summer Term.	TOTAL.
Annapolis, County of.....	13	20	\$84 98	\$122 28	\$207 26
Antigonish, ".....	13	16	95 94	120 72	216 66
Cape Breton, ".....	21	21	138 84	144 79	283 63
Colchester, ".....	19	20	120 33	125 28	245 61
Cumberland, ".....	24	28	151 40	161 82	314 22
Digby, District of.....	12	12	89 42	78 57	167 99
Clare, ".....	9	12	63 49	75 92	139 41
Guysboro, ".....	5	6	41 32	46 12	87 46
St. Mary's, ".....	3	6	20 79	36 41	57 30
Halifax, County of.....	15	15	107 36	118 50	225 87
Hants, District of East.....	9	12	51 42	70 70	122 12
" " West.....	8	12	53 91	48 02	137 93
Inverness, County of.....	18	17	111 74	114 23	225 97
Kings, ".....	18	35	137 17	187 23	324 40
Lunenburg and New Dublin	10	9	57 28	47 86	105 14
Chester, District of.....	3	2	17 54	13 23	30 77
Pictou, County of.....	12	16	80 04	114 62	194 66
Queens, ".....	11	16	74 35	97 53	171 88
Richmond, ".....	12	15	99 99	104 92	204 91
Shelburne, District of.....	2	2	10 68	9 82	20 50
Barrington, ".....	2	3	12 96	21 92	43 88
Victoria, County of.....	6	8	48 79	55 10	103 89
Yarmouth, District of.....	7	4	46 39	34 73	81 12
Argyle, ".....	3	4	26 92	36 64	73 56
Total—1887.....	255	301	1743 08	2024 06	3767 14
" —1886.....	253	315	1754 40	2164 85	3919 25
Increase.....	2	.....	.....	.....	.....
Decrease.....	.....	14	11 32	140 79	152 11

TABLE XII.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR  
WINTER TERM ENDED APRIL 30, 1887.

MUNICIPALITIES.	Grand total days' attendance made by all the pupils	On acc't of Teachers employed.	On account of average attendance of Pupils.	On acc't of Pupils attending Halifax School for Blind.	On acc't of Pupils attending Deaf & Dumb Institution, Halifax.	Total amount apportioned.	Amount per Pupil in attendance the Full Term.
Annapolis . . .	\$247189	\$1273 70	\$1688 35	\$37 50	\$90 00	\$3089 55	.79
Antigonish . .	208742	1112 14	1596 86	.....	.....	2709 00	.86
Cape Breton . .	405023	1907 81	2758 16	.....	.....	4665 97	.76
Colchester . . .	356660	1521 20	1721 24	37 50	210 00	3489 94	.66
Cumberland . .	329696	1834 90	2148 54	37 50	60 00	4080 94	.74
Digby . . . . .	156914	734 10	1028 06	.....	54 78	1814 94	.77
Clare . . . . .	94585	414 60	716 99	.....	35 23	1166 81	.84
Guysboro' . . .	129549	645 88	1227 55	26 98	21 59	1822 00	1.08
St. Mary's . . .	56710	294 98	434 10	10 52	8 41	748 00	.86
Halifax Co. . .	353384	1380 74	2648 31	112 50	30 00	4171 45	1.03
Hants, East. . .	144468	724 15	728 17	33 28	66 45	1552 00	.58
" West . . . .	164488	729 21	1096 67	41 77	83 55	1051 20	.74
Inverness . . .	308493	1791 44	2055 56	.....	.....	3847 00	.76
Kings . . . . .	297781	1856 86	2126 64	87 50	.....	3521 00	.81
Lunenburg and New Dublin.	815637	1498 44	1934 04	61 57	24 63	3518 58	.70
Chester . . . .	67225	831 68	417 47	13 43	5 37	767 95	.71
Pictou . . . . .	454071	2003 48	3199 02	37 50	90 00	5330 00	.81
Queens . . . . .	184065	661 30	895 14	.....	30 00	1586 44	.74
Richmond . . .	134517	850 96	1277 74	.....	120 00	2248 70	1.06
Shelburne . . .	103597	560 95	501 36	19 44	77 75	1159 40	.65
Barrington . . .	96625	512 65	474 49	18 06	72 25	1077 45	.65
Victoria . . . .	123985	728 29	1151 71	.....	.....	1870 00	1.07
Yarmouth . . .	199040	811 34	888 16	.....	32 45	1726 95	.53
Argyle . . . . .	124896	536 52	901 58	.....	27 55	1465 65	.90
Total, 1887 . .	5007638	24207 21	33608 91	525 00	1140 00	59481 12	.79
" 1886 . . . .	5193088	23514 39	35013 14	600 00	1020 00	60147 53	.77
Increase . . . .	.....	692 82	.....	.....	120 00	.....	.....
Decrease . . . .	185450	.....	1404 23	75 00	.....	666 41	.02

TABLE XIII.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR  
SUMMER TERM ENDED OCTOBER 31, 1887.

MUNICIPALITIES.	Grand total days' attendance made by all the pupils.	On acc't of Teachers employed.	On account of average attendance of Pupils.	On acc't of Pupils attending Halifax School for Blind.	On acc't of Pupils attending Deaf & Dumb Institution, Halifax.	Total amount apportioned.	Amount per Pupil in attendance the Full Term.
Annapolis ....	\$233023	\$1393 37	\$1569 11	\$37 50	\$90 00	\$3089 98	.71
Antigonish ....	195130	1158 63	1551 37	.....	.....	2700 00	.83
Cape Breton ..	355034	1796 93	2894 22	.....	.....	4691 15	.86
Colchester ....	365680	1616 83	1594 97	37 50	240 00	3489 30	.55
Cumberland...	362478	2058 95	1975 31	37 50	60 00	4126 76	.55
Digby.....	144863	716 81	988 59	.....	109 66	1814 96	.76
Clare.....	111586	474 50	622 20	.....	70 44	1167 14	.61
Guysboro' ....	130958	721 82	1151 61	26 98	21 59	1922 00	.93
St. Mary's ....	51076	338 44	390 63	10 52	8 41	748 00	.80
Halifax Co....	354553	1477 02	2579 57	112 50	30 00	4199 09	.90
Hants, East...	146252	744 34	721 28	38 23	53 16	1552 00	.52
" West .....	167665	804 89	1038 00	41 77	66 84	1951 50	.68
Inverness ....	285138	1830 58	1016 42	.....	.....	3847 00	.76
Kings.....	261791	1425 46	2019 54	75 00	.....	3520 00	.79
Lunenburg and New Dublin.	302360	1352 67	2082 24	61 56	24 63	3521 11	.82
Chester .. ...	62558	290 04	458 82	13 48	5 37	767 66	.89
Pictou .....	445042	2078 42	3101 97	37 50	90 00	5307 89	.73
Queens.....	130979	735 13	823 40	.....	30 00	1588 53	.63
Richmond ....	149073	927 10	1306 54	.....	120 00	2253 64	.84
Shelburne ....	114635	533 70	563 60	.....	62 20	1159 50	.53
Barrington....	99631	422 06	597 59	.....	57 80	1077 45	.63
Victoria.....	125204	916 55	953 45	.....	.....	1870 00	.82
Yarmouth ....	162870	693 43	1001 07	.....	32 45	1726 95	.65
Argyle.....	120166	474 45	968 65	.....	27 55	1465 65	.85
Total, 1887..	4877745	24975 11	32866 15	525 00	1200 00	59566 26	.73
" 1886..	4787597	25234 27	33044 97	600 00	1350 00	60229 24	.73
Increase ..	90148	.....	.....	.....	.....	.....	.....
Decrease...	.....	259 16	178 82	75 00	150 00	662 98	.....

TABLE XIV.—EXPENDITURE OF GOVERNMENT FUNDS.—PUBLIC SCHOOLS, COUNTY ACADEMIES, &amp;c.

COUNTY.	COMMON SCHOOLS.			County Academies for the year.	Total assignable to Counties.	OTHER SERVICES AND TOTAL EXPENDITURE FOR EDUCATION.
	Paid to Teachers—Winter Term.	Paid to Teachers—Summer Term.	TOTAL.			
Annapolis .....	\$4486 89	\$4623 19	\$9109 58	\$600 00	\$9709 58	Inspectors' Salaries .....
Antigonish .....	3653 22	3806 04	7459 26	1000 00	8459 26	" Stationery, Postage, &c. ....
Cape Breton .....	6300 75	5996 85	12297 60	600 00	12897 60	Examination .....
Colchester .....	5782 44	6009 23	11791 67	.....	11791 67	Travelling Expenses, Normal School Pupils .....
Cumberland .....	5868 84	6723 29	12592 13	550 00	12692 13	Salaries .....
Digby .....	3731 38	3714 96	7446 34	600 00	8046 34	Travelling Expenses, Superintendent .....
Guyaboro' .....	2871 58	3220 97	6092 55	600 00	6692 55	Office Expenses,—(Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, &c.) .....
Halifax .....	5229 94	5588 81	10818 75	.....	10818 75	Total .....
" City .....	4885 88	5081 16	9967 04	1720 00	11687 04	Last Column .....
Hants .....	5015 81	5299 83	10315 64	550 00	10865 64	Total for Public Schools, 1887 .....
Inverness .....	6175 48	5910 80	12086 28	450 00	12536 28	" " " 1886 .....
Kings .....	4777 74	4637 38	9415 12	600 00	10015 12	Increase .....
Leonenburg .....	5438 87	4950 75	10389 62	800 00	10989 62	Total for Public Schools .....
Pictou .....	6833 47	7042 75	13876 22	1720 00	15596 22	" " " .....
Queens .....	2123 82	2232 91	4356 73	600 00	4956 73	Total for Public Schools .....
Richmond .....	2652 48	2883 60	5536 08	403 33	5939 41	" Instruction for the Deaf & Dumb, and Halifax School for Blind .....
Shelburne .....	2875 76	3037 38	5913 14	500 00	6413 14	" Normal and Model Schools .....
Victoria .....	2130 77	2735 17	4865 94	600 00	5465 94	" School of Agriculture .....
Yarmouth .....	4395 65	3391 94	8187 59	1000 00	9187 59	Total Expenditure, 1887 .....
Total 1887 .....	85130 27	86937 01	172067 28	12693 33	184760 61	" " 1886 .....
" 1886 .....	81949 95	85235 02	167184 97	13856 66	180541 63	Increase .....
Increase .....	3180 32	1701 99	4882 31	.....	4218 98	Decrease .....
Decrease .....	.....	.....	.....	663 33	.....	Total .....

TABLE XV.—AVERAGE SALARY OF MALE TEACHERS FOR THE SCHOOL YEAR 1886-87.  
FROM RATES PAID DURING TERM ENDED APRIL 30TH, 1887.

COUNTRY.	ANNUAL AVERAGE SALARY OF MALE TEACHERS.									
	1ST CLASS—GRADES A AND B.			2ND CLASS—GRADE C.			3RD CLASS—GRADE D.			Total.
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	
Annapolis.....	\$120 00	\$279 60	\$399 60	\$90 00	\$170 82	\$260 82	\$60 00	\$145 00	\$205 00	
Antigonish.....	120 00	229 60	349 00	90 00	135 08	223 08	60 00	109 00	169 00	
Cape Breton.....	120 00	290 80	410 80	90 00	125 00	215 00	60 00	91 56	151 56	
Colchester.....	120 00	418 00	538 00	90 00	173 50	263 50	60 00	90 00	150 00	
Cumberland.....	120 00	313 00	433 00	90 00	133 00	223 00	60 00	140 00	200 00	
Digby.....	120 00	293 75	413 75	90 00	184 90	274 90	60 00	152 50	212 50	
Gayaboro.....	120 00	302 00	422 00	90 00	134 00	224 00	60 00	113 00	173 00	
Halifax.....	120 00	398 00	518 00	90 00	248 00	338 00	60 00	152 00	212 00	
“ City.....	120 00	662 00	782 00	90 00	460 00	550 00	.....	.....	.....	
Hants.....	120 00	358 33	478 33	90 00	201 57	291 57	60 00	140 00	200 00	
Inverness.....	120 00	160 00	280 00	90 00	110 00	200 00	60 00	94 00	154 00	
Kings.....	120 00	296 10	416 10	90 00	197 36	287 36	60 00	150 00	210 00	
Lunenburg.....	120 00	276 25	396 25	90 00	152 50	242 50	60 00	123 75	183 75	
Pictou.....	120 00	379 00	499 00	90 00	155 00	245 00	60 00	111 57	171 57	
Queens.....	120 00	261 41	381 41	.....	.....	.....	60 00	120 00	180 00	
Richmond.....	120 00	170 00	290 00	90 00	121 66	211 66	60 00	81 33	141 33	
Shelburne.....	120 00	276 00	396 00	90 00	234 00	324 00	60 00	156 00	216 00	
Victoria.....	120 00	332 00	452 00	90 00	124 00	214 00	60 00	102 00	162 00	
Yarmouth.....	120 00	352 00	472 00	90 00	246 00	336 00	60 00	140 00	200 00	
Total 1887.....	120 00	318 01	438 01	90 00	183 57	273 57	60 00	122 87	182 87	
“ 1886.....	120 00	316 67	436 67	90 00	197 75	287 75	60 00	138 53	198 53	
Increase.....	.....	66	66	.....	14 18	14 18	.....	15 66	15 66	
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	



TABLE XVI.—COUNTY ACADEMIES.

ACADEMY.	PRINCIPAL.			NUMBER OF PUPILS, AGE, &c.														
	INSTRUCTORS, &c.			No. of Pupils enrolled during year.	Average No. of Pupils daily present during year.	Average No. of Pupils during winter term.	Average No. of Pupils daily present during summer term.	No. of 1st year's Pupils.	No. of 2nd year's Pupils.	No. of 3rd year's Pupils.	No. of Pupils belonging to Section.	No. of Pupils belonging to County, but outside of Section.	No. of Pupils from outside of County.	No. of Pupils under 15 years of age.	No. of Pupils over 15 years of age.	Average age of Pupils.	No. of Males.	No. of Females.
	No. of Teachers.	No. of Assistants.	No. of Departments.															
Annapolis .....	1	...	1	38	16.5	19.	14.	18	11	9	32	6	...	7	31	15.6	20	18
*Antigonish .....	2	2	4	109	61.2	66.9	58.2	56	27	26	34	35	40	19	90	17.	68	56
Cape Breton .....	2	...	2	63	28.	30.5	26.5	29	14	20	43	15	5	24	39	16.5	43	20
Colchester .....	2	...	2	100	52.	46.4	47.5	53	30	18	88	10	2	53	42	15.9	34	66
Cumberland .....	1	...	1	57	25.5	34.	17.	39	9	9	42	15	...	10	47	16.	23	34
Digby .....	1	1	1	45	26.	26.3	25.8	16	18	11	26	17	2	7	38	17.	29	16
Guyssboro' .....	1	...	1	41	19.9	21.2	18.6	16	23	2	30	11	...	17	24	15.	13	28
Halifax .....	6	...	6	244	150.7	162.4	140.	121	92	31	214	26	4	88	156	15.	138	111
Hants .....	1	...	1	48	24.5	26.7	22.3	30	11	7	43	22	...	9	39	16.	19	29
Inverness .....	1	...	1	21	12.6	14.3	10.9	16	4	1	12	8	1	6	15	17.	11	10
Kings .....	2	...	2	71	41.2	51.8	30.5	26	28	17	48	22	1	38	33	15.	40	31
Lunenburg .....	1	...	1	36	17.	17.	17.	17	16	3	26	9	1	8	28	16.5	18	23
*Pictou .....	4	...	4	292	15.4	17.3	13.5	93	83	80	127	96	69	87	295	17.9	183	109
Queens .....	1	...	1	43	25.	26.	24.	16	23	4	25	15	3	9	34	17.	18	25
Richmond .....	1	...	1	31	15.	16.8	15.	18	8	5	31	...	...	8	23	14.	12	19
Shelburne .....	1	...	1	54	29.5	30.	29.	36	10	8	47	7	...	2	52	16.	22	32
Victoria .....	1	...	1	38	17.	19.6	13.8	16	8	9	26	6	1	10	24	15.6	18	15
Yarmouth .....	2	...	2	88	49.	44.	55.	59	27	11	48	38	2	21	67	15.5	29	59
Total 1887 .....	31	3	33	1414	764.6	819.9	693.6	666	442	306	942	341	131	428	986	16.	723	691

\* Where double figures occur in connection with the returns of these Institutions, the upper indicate the third year pupils; the lower the fourth.

TABLE XVI.—COUNTY ACADEMIES.—(CONTINUED).—ANNUAL EXAMINATION.

ACADEMY.	DATE OF EXAMINATION.	No. of Pupils on Reg- ister at date of Examination.	No. Pupils Presented for Examination by Years.				No. of Pupils Passed by Years.			
			1st Year.	2nd Year.	3rd Year.	4th Year.	1st Year.	2nd Year.	3rd Year.	4th Year.
Annapolis .....	June 24th and 25th .....	26	7	6	4	.....	17	5	6	.....
Antigonish .....	April 4th and 6th .....	88	82	15	26	.....	67	27	14	.....
Cape Breton .....	June 8th .....	45	16	11	10	.....	57	13	9	.....
Cumberland .....	June 3rd .....	32	15	4	3	.....	22	11	4	.....
Digby .....	June 35th .....	40	16	15	8	.....	33	8	13	.....
Guyaboro .....	June 6th .....	262	13	14	.....	.....	27	11	12	.....
Halifax .....	May 18th, 20th and 21st .....	28	90	62	20	.....	172	76	55	.....
Hants .....	April 19th .....	39	19	7	5	.....	31	15	5	.....
Inverness .....	June 13th .....	15	10	8	1	.....	14	8	3	.....
Kings .....	April 11th and 12th .....	64	19	16	12	.....	47	8	10	.....
Lunenburg .....	July 4th .....	28	9	12	2	.....	23	7	10	.....
Pictou .....	June 17th and 18th .....	198	54	55	44	31	184	50	52	31
Queens .....	July 1st .....	36	11	15	1	.....	27	9	13	.....
Richmond .....	June 16th .....	31	16	10	1	.....	27	11	8	.....
Shelburne .....	June 29th .....	43	18	4	5	.....	27	15	3	.....
Victoria .....	June 10th .....	23	7	8	5	.....	5	6	5	.....
Yarmouth .....	June 27th .....	70	35	19	6	.....	60	31	17	.....
Total 1887 .....		1008	381	276	147	31	820	311	239	138
										31
										724



TABLE XVI.—COUNTY ACADEMIES—(CONTINUED).

ACADEMY.	LIBRARY AND APPARATUS.					INCOME.			EXPENDITURE.			
	No. of Bound Vols. in Library.	No. of Globes.	No. of Wall Maps.	No. of Dictionaries and Gazetteers.	Cash Value of other Apparatus.	From Fees.	Provincial Grant.	From other sources.	Salaries of Teachers.	Expended on Buildings.	Expended for Books and Apparatus.	Miscellaneous.
Annapolis .....	4	1	6	1	\$75 00	.....	\$600 00	\$325 00	\$750 00	\$150 00	\$25 00	.....
Antigonish .....	1615	8	9	10	400 00	.....	1000 00	1335 00	1600 00	520 00	215 00	.....
Cape Breton .....	.....	2	20	4	250 00	.....	600 00	1275 00	1600 00	250 00	25 00	.....
Colchester .....	.....	3	12	4	100 00	.....	800 00	800 00	1600 00	.....	.....	.....
Cumberland .....	6	2	6	3	50 00	.....	550 00	365 80	900 00	.....	15 00	.....
Digby .....	35	1	15	1	100 00	.....	600 00	210 00	750 00	50 00	10 00	.....
Guysboro' .....	.....	1	8	2	50 00	.....	690 00	150 00	750 00	.....	.....	.....
Halifax .....	60	1	8	5	700 00	\$52 04	1730 00	7724 68	6191 71	233 76	28 88	\$2742 87
Hants .....	.....	2	7	2	100 00	.....	550 00	300 00	850 00	.....	.....	.....
Inverness .....	.....	1	6	2	50 00	.....	450 00	845 00	675 00	35 00	65 00	20 00
Kings .....	.....	3	11	.....	189 70	.....	600 00	858 50	1275 00	.....	8 00	175 00
Lunenburg .....	125	2	31	2	125 00	.....	600 00	365 00	800 00	.....	40 00	125 00
Pictou .....	1130	4	53	7	1500 00	559 00	1720 00	22857 00	3400 00	1200 00	100 00	1510 00
Queens .....	20	.....	10	4	40 00	.....	600 00	220 00	750 00	50 00	20 00	.....
Richmond .....	.....	1	6	2	.....	.....	408 33	292 67	695 00	25 00	66 00	.....
Shelburne .....	2	2	20	2	100 00	.....	500 00	740 00	750 00	400 00	50 00	40 00
Victoria .....	.....	2	9	2	71 00	.....	600 00	221 00	750 00	.....	71 00	.....
Yarmouth .....	.....	3	22	4	800 00	.....	1000 00	1120 00	1850 00	200 00	20 00	50 00
Total 1887 .....	2997	52	259	52	4200 70	611 04	13493 33	19503 35	26146 71	2039 76	753 88	4662 87



TABLE XVI.—COUNTY ACADEMIES—(Continued)

TABLE XVII.—SPECIAL INSTITUTIONS.

	ACADEMY.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, THEIR AGE, &c.												EXPENSES.			
			No. of Regular Teachers.	No. of Regular Assistants.	No. of Assistants engaged part of time for special branches.	Whole No. of Pupils enrolled during year.	Average No. of Pupils on roll.	Average No. of Pupils daily present.	No. of New Pupils for year.	No. of former Pupils 2nd year of attendance.	No. of former Pupils 3rd year of attendance.	No. of enrolled Pupils belonging to Municipality or town.	No. belonging to County, but outside of Municipality or Town.	No. from outside of Co.	No. from Nova Scotia.	No. from other Counties.	No. of Pupils under 16 years of age.	No. of Pupils 16 years of age and upwards.	Average age of Pupils.	Annual Tuition Fee—Advanced Pupils.	No. of weeks in session during year.
			5	4	2	76	60	60	6	10	60	4	2	43	49	27	47	29	13	(a)	44
			8	4	4	32	27	27	8	...	...	...	...	...	18	9	5	22	...	.....	40
	Inst. for Deaf & Dumb.....	J. Scott Hutton, M.A.																			
	School for the Blind.....	C. F. Fraser .....																			

TABLE XVII.—SPECIAL INSTITUTIONS.—(CONTINUED).

ACADEMY.	No. Studying the Language.—English.					Fine Arts.			Mathematics.			History.		Prizes.			
	Reading and Elocution.	Spelling.	Grammar and Analysis.	Composition.	Rhetoric.	Music.	Drawing.	Penmanship.	Arithmetic.	Algebra.	Geometry.	Modern Geography.	British.	Roman.	English Literature.	No. awarded during year.	Value of Prizes awarded during year.
Institution for Deaf & Dumb.....	(b) 14	(b) 20	(b) 6	(b) 9	.....	.....	76	76	76	.....	.....	20	10	.....	.....	38	\$15
School for the Blind .....						20	....	10	21	.....	8	16	10	7	8	8	20

TABLE XVII.—SPECIAL INSTITUTIONS.--(CONTINUED).

ACADEMY.	ROOMS, &c.		LIBRARY AND APPARATUS.						INCOME.				EXPENDITURE.				
	No. of School Rooms and Class Rooms.	Style of Desks.	No. of Globes.	No. good Wall Maps.	No. &c. Dictionaries and Gazetteers.	Estimated Cash Value of other Apparatus.	Estimated Cash Value of all Apparatus.	From Fees and Contributions.	From Rates and Invested Funds.	Provincial Grant. (c.)	Total.	Salaries of Instructor.	Average of Salaries.	Expended on buildings and repairs.	Expended for Books and Apparatus.	Miscellaneous. (d)	Total.
Institution for Deaf & Dumb . .	2	Dawson . . .	2	29	....	.....	.....	\$1821	\$1225	\$7255	\$9801	\$2606	.....	\$2173	\$110	\$5810	\$10699
School for the Blind, .....	6	Horseshoe.	....	8	2	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

**TABLE XVII.—COUNTY ACADEMIES AND SPECIAL INSTITUTIONS—(CONTINUED.)**

**ANTIGONISH COUNTY ACADEMY.**

In Expenditure Account the chief items, besides salaries, were the erection of a Gymnasium and the purchase of an Encyclopedia Britannica.

N. McNEIL, D. D.,  
*Principal.*

**PICTOU ACADEMY.**

This Return does not include any statistics of the Art Department affiliated with the County Academy.

(a). From the School Funds of the town.

W. H. McKAY, B. A., B. Sc.,  
*Principal.*

**DEAF AND DUMB INSTITUTION.**

(a). By the Act of the Provincial Legislature of April 9th, 1884, all Nova Scotia deaf mutes, between the ages of eight and eighteen, are entitled to free board and education in the Institution—a *per capita* allowance of \$120 being provided by the law for each pupil received, half of which is paid by the Government, and half by the Municipality to which the pupil belongs. Pupils from other Provinces pay according to circumstances, but only a trifling amount is derived from this source.

(b). Mere tabulated returns give no proper idea of the work done in a school like this. The specific object of Deaf Mute Education is to impart a practical knowledge of common English, such as the youngest hearing child possesses before he goes to school. Everything taught is subsidiary to this end.

(c). Including payments from Municipalities and grants from Nova Scotia, New Brunswick, P. E. Island, and Newfoundland.

(d). This head includes the salaries of matron and assistant secretary; servants' wages; board of pupils, teachers, and servants; fuel, gas, insurance, taxes, and all other household expenses.

The financial returns are drawn from the treasurer's account as published in the last annual report of the Institution,—that of 1886 not being yet published.

During the year Gymnastics and Calisthenics have been introduced as a regular part of the course.

J. SCOTT HUTTON, M. A.,  
*Principal.*

### TABLE XVIII.

#### SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION. 1887.

Common Schools .....	\$172,067 28
Normal School .....	6,844 08
Institution for Deaf and Dumb and School for the Blind ..	3,922 50
County Academies .....	12,693 33
Inspection .....	12,000 00
Expenses (Office) .....	1,136 58
Salaries (Office) .....	3,400 00
Examination .....	1,008 60
School of Agriculture .....	1,754 51
Travelling Expenses Normal School Pupils .....	1,258 40
	<u>\$216,085 28</u>



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PART III.

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APPENDICES.

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## APPENDIX A.

## Report of the Normal School.

DAVID ALLISON, ESQ., LL.D.,  
*Sup't. of Education :*

SIR,—The following Report of the Provincial Normal School for the session of 1886-7 is respectfully submitted.

The session began on the first Wednesday of November, 1886, and closed on Tuesday, July 12, 1887, intermitting one week at the Christmas holidays and one week at the end of April. The total number of students enrolled was one hundred and seventy-six, of whom eighty-seven attended throughout the whole session, a period of about eight-and-a-half months. Thirty-five students received diplomas of the First Class, and forty-seven received diplomas of the Second Class,—making eighty-two in all.

The competition for the Governor-General's medals was by essays on "*The School Premises as an Index and as an Influence.*" The essays were submitted to Rev. John Lathern, D. D., and Rev. John Currie, D.D., whose award gave the first place to Miss Grace Joyce of Lower Stewiacke, Colchester County, and the second to Miss Emelia W. Poole, of Paradise, Annapolis County. The medals were presented by his Honor Governor Richey, who was present at the closing exercises of the session on the 12th of July.

The year was not marked by any very peculiar features.

Rather more than the usual amount of *colds* and slight indisposition made the attendance somewhat exceptionally irregular.

In regard to the work accomplished, I may say that while the members of the Faculty are scarcely satisfied that the highest ideal of the Normal School is yet realized by our institution, they are encouraged by evidences of gradual progress towards a better state of things. The value of work cannot always be measured by immediate results. Time is often needed to develop and mature the fruitage of the seed sown. Some of our students who, during their attendance at the institution, have seemed but slightly responsive to

the influences brought to bear on them, have afterwards shown the beneficial effects of their training, and have achieved fair success as practical teachers in the school-room.

I may add here that the recent regulation by which students are required to possess certain specified scholarship in addition to that implied in the holding of a given grade of license before they are admitted to the class working for the next higher grade, is so far as tested by the experience of the current year, tending to relieve the pressure of purely scholastic work.

During the past year somewhat more attention than usual was given to such branches of science as are embraced in the prescribed Course of Study.

During the past thirty years the public schools of Truro have served the purpose of a Model School, and have been visited by our students for observation and practice in the art of teaching. Throughout this period these schools have been under the joint management of the local authorities of Truro and the Government, as represented by the Principal of the Normal School. For some time past there has been on both sides a growing dissatisfaction with this arrangement, which has, during the past year, resulted in a change which promises to be much more satisfactory. The new arrangement gives us a School of Observation and Practice of two departments, each embracing three years' work, in the Normal School building, and wholly under our own control. To provide accommodation for these departments, some changes in the building were required, involving an expense of about \$400.

Some matters of interest, though not properly falling within the strict lines of the year's report, may be referred to :

The School of Science which held its first session at Wolfville during the summer holidays was originated by the Normal School Alumni Association, and so it may properly be regarded as one of the beneficent results of Normal School influence on educational progress in the Province. The School was regarded by all who availed themselves of its advantages or who studied its work, as a pronounced success. It certainly more than fulfilled the most sanguine expectations of its promoters, and it promises to give a decided impetus to the study of Natural Science on the part of our teachers.

I desire also in this place to express, on behalf of the Normal School, a very high appreciation of our new educational journal, "*The Educational Review*," which has during the year made so auspicious and promising a beginning. I trust that it will receive that support from the teachers of Nova Scotia, and especially from the graduates of the Normal School, which its merits deserve.

I have the honor to be

Yours, with much respect,

JOHN B. CALKIN,

*Principal.*

Truro, December 31st, 1887.

STUDENTS OF NORMAL SCHOOL, 1886-7.

The following Students of the First Class were awarded diplomas :

NAME.	COUNTY.	GRADE OF LICENSE ON ENTERING.
Bertha Morehouse .....	Digby .....	C
Adella Archibald .....	Colchester .....	"
Minnie Hewitt .....	Lunenburg .....	B
Emily Howie .....	" .....	C
Kate McKenzie .....	Victoria .....	"
Christina Boyd .....	Richmond .....	D
Grace Joyce .....	Colchester .....	C
Janie Fulton .....	" .....	"
Stanley Leonard .....	Annapolis .....	"
Fred Bishop .....	" .....	"
Edgar Wood .....	Cumberland .....	"
John Mackay .....	Colchester .....	"
Fletcher Mitchell .....	Kings .....	"
Libbie Bentley .....	Colchester .....	—
Eleanor Partridge .....	Cape Breton .....	C
Alice Tupper .....	Colchester .....	"
Maggie Bentley .....	" .....	"
Clarissa Treen .....	Cumberland .....	"
Emma Hay .....	" .....	"
Louise MacGregor .....	Annapolis .....	"
Clara Davidson .....	Pictou .....	"
Elizabeth McCurdy .....	Halifax .....	"
Hattie Hibbert .....	Yarmouth .....	"
Helen Wilson .....	Shelburne .....	"
Fred Cox .....	Kings .....	"
Jessie Shute .....	Halifax .....	"
Emilia Poole .....	Annapolis .....	"
Ernest Richan .....	Shelburne .....	"
Sanford Orr .....	Cape Breton .....	—
Nellie Miller .....	" .....	—
Georgina Moore .....	Colchester .....	C
Florence Tupper .....	" .....	—
Annie McQueen .....	Pictou .....	C
Cynthia Spencer .....	Cape Breton .....	"
Sara Hall .....	Halifax .....	"

The following Students of the Second and Third Classes were awarded diplomas :—

Alonzo Fales .....	Annapolis .....	D
Mary Creelman .....	Colchester .....	—
Minnie Thompson .....	Pictou .....	C
Helen McKay .....	" .....	"

M. Eva Hawkins	Annapolis	—
Emily Christie	Colchester	D
Grace Moran	"	"
Sara Cox	"	"
Ella Wood	Kings	"
Tena Peers	Cumberland	"
Leah Hockin	Colchester	—
Dan McKay	Inverness	D
Fred Roop	Annapolis	"
John VanBuskirk	"	"
James Peel	Cumberland	"
Ida Leary	Lunenburg	"
Estella Lyons	Colchester	—
Hattie Upham	"	—
Alexis MacLennan	Cape Breton	D
Alice MacHaffay	Halifax	—
Maggie Jane McNutt	Colchester	D
Anna McKay	"	"
Agnes Moore	"	"
Nellie McLellan	"	"
Orillia Carroll	"	"
Jennie Spencer	"	"
Louise Maclean	Pictou	"
Charlotte Zwicker	Lunenburg	—
Amy Brown	Cape Breton	D
George Fitch	Kings	"
Sarah Ross	Colchester	"
Charlotte Putnam	"	—
Bessie Lewis	"	—
Bessie Reid	"	D
Janet Carlyle	Cumberland	—
Aggie McCart	Colchester	—
Janie Bentley	"	—
Kate Sutcliffe	Halifax	—
Minnie Young	Lunenburg	D
Mary Leary	"	"
Irene Stevens	Colchester	"
Hubert Wood	Cumberland	"
Charles Crowell	Annapolis	—
Ernest Bissett	Richmond	—
Mamie Hunter	Cumberland	—
Ethel Forshner	"	—
Maggie Redmond	Halifax	D

The following students are graduates of former years:—

Annie McDonald	Colchester	C
Hattie Taylor	Shelburne	"
Laura Spencer	Cape Breton	"
Helen Clark	Halifax	"
Bessie Webster	Kings	"
Emeline McLean	Pictou	—

Mary King	Colchester	D
Jessie McIntosh	Victoria	"
Lillie MacCurdy	Colchester	C
Florence McLeod	"	"
Sarah King	"	"

The following students have not completed the course, or have otherwise failed to satisfy the conditions required for Diploma:—

Etta Baird	Annapolis	C
Anna Dunlap	Colchester	"
Charles Balsor	Annapolis	"
Carrie Eaton	Kings	"
Annie Sproul	Cumberland	"
Jeannie Dorman	Halifax	"
Annabelle Smith	Antigonish	D
Emma Hamilton	Colchester	"
May Parker	Annapolis	"
Jessie McQuarrie	Pictou	—
Lauchlin McLean	Inverness	D
Stephen Brownell	Cumberland	—
Hance Logan	"	—
William Reynolds	Halifax	D
Henry Heather	Cumberland	—
Stephen Slaunenwhite	Lunenburg	D
Minnie Dowell	Hants	"
Annie McKenzie	Pictou	"
Mary Grant	"	"
Mysie Bernard	Hants	"
Amelia Etter	"	"
Mary Ross	Pictou	"
Maggie Cameron	Guysboro'	"
Lizzie McLaren	Pictou	"
Mary Brownell	Cumberland	—
Ida Soley	Colchester	D
Ellen Weatherby	"	"
Libbie Park	"	—
Constance Pettis	Cumberland	—
Maggie Ross	Colchester	D
Ida Graham	"	—
Jane McDougall	Inverness	D
Bessie Hislop	Colchester	"
Annie Frame	"	—
Georgina Moxsom	Hants	—
Ellen Murray	Inverness	—
Minnie Treen	Cumberland	—
Isabel Woodworth	Hants	D
Gertrude Hislop	Colchester	—
Nellie McArthur	Cumberland	—
Frances Wilson	Colchester	D
Jennie Terry	"	—
Amy Cutten	"	—

Minnie Nelson	Colchester	—
Mary Kennedy	"	—
Maggie Etter	"	—
Flora Haymond	"	—
Mary Munro	"	D
Elizabeth Baillie	"	—
Minnie Terry	"	—
Lucy Eaton	"	—
Ella Howie	Lunenburg	—
Emma Martin	Newfoundland	—
Isabel Weatherhead	Hants	—
Isiel McLean	Inverness	—
Hattie McKeown	Annapolis	—
Lizzie Macdonald	Colchester	—
Norah Clark	Halifax	—
Maggie Archibald	Colchester	—
Lucy Anderson	Cumberland	—
Grace Wood	Kings	—
Minnie Mills	Cumberland	—
Laura Urquhart	Colchester	—
Blanche Carter	Cumberland	—
Lavinia Brownell	"	—
Cassie McLeod	Colchester	—
Minnie Sutherland	"	—
Emma Largie	Halifax	—
Cassie Crowley	Cumberland	—
Charles Ward	Annapolis	—
Reginald McVicar	Pictou	—
Allan Mackenzie	Cumberland	—
Elias Wilson	"	—
Alexander Sutherland	Colchester	—
George Woodland	Cumberland	—
Finlay McDonald	Pictou	—
David Ross	"	—
Henry Cutten	Colchester	—
Allan Morrison	Victoria	—
Marcella McDonald	Antigonish	C
Clara Blair	Colchester	D
James Mitchell	Cape Breton	"
Leverett Bligh	Kings	—





APPENDIX B.

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Reports of Inspectors of Schools.

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## DISTRICT No. 1.—HALIFAX.

HINKLE CONDON, *Inspector*.

SIR,—

I have the honour to forward you my Report on the state of the Schools of Halifax County for the year 1887.

The most important fact I have to record is the steady improvement in a majority of our schools during the past year, in almost all matters connected with the work done.

At the meeting of the Board of Commissioners for the Eastern District in June, the Salmon River Gold Mining Settlement was formed into a Section, to be known as the Dufferin Section, No. 28½, where a new house will be ready for occupation by November 1st.

Pitpizwick (West) Section has been extended so as to include the Oxford Gold Mines, so that this hitherto small and comparatively poor Section will by this arrangement become a strong one. The rate-payers have made provision for the enlargement of their house, which will be furnished with the Dartmouth desks.

Terence Bay has had a Summer School with 64 names enrolled. On my visit, in August, I found the house utterly unfit for school purposes, and therefore notified the trustees that, if they wished to participate in the public school funds, they must provide better accommodation. This will be accomplished by enlarging the present building, which is to be furnished also with the Dartmouth desks.

Kempton, No. 36, will have a new house ready for the ensuing Summer term.

Windsor Junction has now a neat and comfortable house in which school has been kept since May 1st.

In the Winter term of 1886 we had in session 118 schools, with 5244 registered pupils. For the Winter of 1887,—123 schools, with

5365 pupils. For the Summer term of 1886,—129 schools, and 5331 pupils. For the Summer term of 1887,—134 schools, with 5644 pupils. For 1886 we had 8 Sections without school during the year. For 1887 only 5, viz., 3 in the Western District, 2 in the Eastern, and in the Rural, 0. This, in tabulated form, will give :

Winter term, 1887—Schools in session.....	123
" " 1886— " " .....	118
Increase.....	5
Summer term, 1887—Schools .....	134
" " 1886— " .....	129
Increase.....	5
Winter term, 1887—Registered Pupils.....	5365
" " 1886— " " .....	5244
Increase.....	121
Summer term, 1887—Registered Pupils .....	5644
" " 1886— " " .....	5331
Increase.....	313

#### WINTER TERM.

20 Teachers of Grade B.	
62 " " C.	
45 " " D.	

#### SUMMER TERM.

1 of Grade A.	
13 " B.	
80 " C.	
48 " D.	

In my Notes of Inspection for the Summer term, I find the following estimated values for *Classification, School Work and Order* :—

Superior .....	13
Good .....	48
Fair .....	47
Poor .....	20
Very poor .....	5

It is an easy matter to estimate the work of a good or superior teacher, and just as easy to detect the worthlessness of an unfaithful time-server. Our good teachers base their instruction on the Course of Study; some of them work under favorable conditions, some do

not; but in every case where the teacher was in earnest and laid out the work of the school on the lines indicated, there was no mistaking the fact.

Of those marked *Good* and *Superior*,

9	hold	Grade	B.
44	"	"	C.
8	"	"	D.

Of the *Poor*,

2	hold	Grade	B.
6	"	"	C.
12	"	"	D.

Nearly all of the *Good* and *Superior* either have had considerable experience in teaching or have taken a Course in the Normal School.

It is, however, a more difficult matter to deal justly with those estimated *Fair*. One sometimes finds pretty good order, a certain amount of routine work, but the results rather disappointing.

As regards the *Poor* teacher, the Inspector admonishes, suggests, lays out the work, but, reflecting on the improbability of finding the same teacher at his next visit, is disheartened as he thinks of the slender chance of progress a school may expect to secure from a changing succession of such hirelings. His own helplessness in the matter is painful.

If we could have the one term arrangement and no engagement for less than a year, the Inspector might have the opportunity of making the government grant for the second payment contingent on *fair honest* work; but, under the present order of things, when he returns on his semi-annual visit, he may find that even the Register has not been correctly kept; nevertheless, the government money has been paid, and the unfaithful teacher has gone into some other Section or District to play the same farce over again.

For the Winter term we have 41 returned as having had Normal School training, and 43 for the Summer term. Many of our teachers, however, obtain a license who have never had the advantage of attending a thoroughly *good* school; and hence one reason of their inability to organize, which is the weak point of inexperienced and untrained teachers. In Halifax City, teachers often visit other schools, especially those grades corresponding to their own, but, as this privilege cannot be enjoyed by teachers in scattered Sections, would it not be well to demand from such candidates for a Public School License a certificate of attendance for a term or two in some of our first-class schools?

The PROVINCIAL ASSOCIATION was attended by 41 teachers, in all, from this County. Allow me to suggest that, henceforth, we have some guarantee that our teachers spend all the time so liberally allowed for the purpose indicated.

## CITY SCHOOLS.

I have spent the usual time (four months) in these schools, and never with more pleasure than during the past year. The teachers of Halifax City have great and increasing advantages, of which they are not slow to avail themselves. Scientific lectures and excursions, together with the advantages for systematic study in the Institute so ably conducted by Mr. McKay, the Supervisor, leave no excuse for any teacher in our City Schools settling down into mediocrity. Already these helps throw light on the Course of Study, which gives satisfaction in proportion to the fidelity and intelligence with which it is carried out.

Respectfully submitted,

H. CONDON.

DAVID ALLISON, ESQ., LL.D.,

*Superintendent of Education.*

## DISTRICT No. 2—LUNENBURG AND QUEENS.

THOMAS B. PATTILLO, A. M., *Inspector.*

SIR,—

I beg leave to submit for consideration the following general report of the schools and school work, in Inspectoral District, No. 2, for the year ending October 31st, 1887.

QUEENS Co.—In the winter term 51 schools with 1921 pupils enrolled were in operation, and in the summer term 56 schools with 2066 pupils, or 59 different schools with 2498 different pupils were open during the year—equal to 1 in 4.31 of the population. Every section had school some portion of the year.

LUNENBURG Co.—In the winter term 146 schools with 6090 pupils enrolled were in operation, and in the summer term 134 schools with 5380 pupils, or 151 different schools with 7415 different pupils were open during the year—equal to 1 in 3.84 of the population. Only two sections were without school some portion of the year.

The attendance in both Counties was greatly diminished by the prevalence of diphtheria and measles. Several schools were closed shorter or longer periods in both terms on account of those diseases.

The section in Queens County known as the "Fifteen Mile Section," though located some years ago, had no organization until last March, when the ratepayers (9 in number) determined to have a school of their own, as the larger children only could attend the school of the adjoining section, which was more than three miles distant. So they called a meeting, appointed trustees, and voted a sufficient amount to build a school-house—which was ready for use by the 15th May—and

occupied the remainder of the summer term. The Commissioners of Schools for North Queens decided that the rates paid into the County School Fund by that section the past two years should be refunded in accordance with Section 92, Revised Statutes, 5th series, and further to assist the ratepayers—placed the section on the poor list.

Cross Island Section in Lunenburg County had no organization until May last, when trustees were appointed and money voted to build a school-house which was completed during the summer, and is occupied the current term. It was assisted by the Commissioners of Schools in Lunenburg Township with an appropriation of forty (\$40) dollars from the common school land funds of the township, and they also ordered it placed on the list of poor sections.

Each of the following sections—Summerside, Tancook Island and West Dublin, which had hitherto had very large miscellaneous schools, provided last summer an additional room for the small children, and commenced the current term with graded schools of two departments. I regret to have to report the loss of the New Dublin building by fire early in December, just as the schools were fairly at work for the term. The fire was accidental.

Lunenburg Town added another department to its schools, making the tenth in that section.

Bridgewater opened a school in the North-end of the town, known as Millbank, to accommodate the children in that neighborhood. This makes the seventh department in the section, and it must for the present be a miscellaneous one.

In addition to the foregoing improvements extensive repairs were made on several buildings, new furniture and apparatus supplied, outbuildings put up and the school rooms generally renovated, while a number of the school premises were enclosed by neat fences. I also noticed with very great pleasure the interest that was taken by many of the teachers and pupils to make their school-rooms more attractive and give them a home-like appearance by the cultivation of house plants and the decoration of the walls with appropriate mottoes and pictures.

At the last Annual Meeting, Conqueral Bank and Petite Riviere sections, which now have very large miscellaneous schools, voted sufficient amounts to finish an additional room in each during the current year, and have their schools graded into two departments at the beginning of the next year.

Block-House section has always rented a building for its school although one of the wealthiest outside of the towns and villages. Last May the Commissioners condemned said building on account of size and location, but allowed it to be used during the year 1888. At the Annual Meeting it was decided to have a school-house built, sufficiently large to accommodate all the pupils, and the necessary

funds were voted. A suitable site was selected and the building is under contract to be finished before the end of the present school year.

Of the Gold River School-house, I regret I cannot make a favorable report. Nothing has been *effectually* done by the trustees to carry out the wishes of the ratepayers since my last report. The delay has been caused through a disagreement between the Commissioners of Schools for the District of Chester and the trustees of the section, in respect to the approval by the former of the site chosen by the latter and desired by the largest number of the ratepayers. It so happens that there are but few suitable localities for the school-house obtainable. The present building is totally inadequate to the needs of the section, which includes more than one hundred children of school-going age. It is therefore much to be regretted that any trifling disagreement of opinion should stand in the way of the erection of a new house with provision for two departments. Yet so long as the question of site is undecided, the trustees cannot ask for tenders.

As the academies at Liverpool and Lunenburg were honored with a visit from you in July, and personally inspected, it will only be necessary to speak here of the work of the remaining departments and that of other graded schools passing under my immediate supervision.

In the former, the work was quite equal to that of any previous term—the instruction as thorough and the pupils as prompt and generally correct in their answers. The course of study was closely followed, the *object lessons* intelligently given, and with less hesitation than before. Most of the teachers evinced interest in that department of the work, and made greater preparation at home to meet their increasing classes. Some of the lessons in Physics in the advanced schools were excellent.

In most of the ordinary graded schools the instruction and class exercises were equal to those of any previous year. While some departments were greatly improved in both those particulars, in a few, through lack of interest or ability on the part of the teachers, no signs of progress were visible.

The number of miscellaneous schools that did first-class work was larger than on any previous inspections. Some of those that a few terms ago I almost despaired of working up even to a moderate standard of excellence have become highly successful. The last term they did extremely well, showing thereby what may be accomplished in all the schools with the right person in the right place.

With scarcely an exception the teachers that have attended the Normal School lately, have returned to us greatly benefited by the training there obtained, and are now working successfully. It gives me pleasure to notice a growing interest amongst the teachers of this District in that Institution, as evidenced by the large number in attendance during the present term.

The course of study was closely followed in the graded, and the best miscellaneous schools, and so far as possible in most of the others. The registers as a rule were models of neatness, and with but few exceptions correctly kept. The returns in all the leading particulars were generally correct.

Quite generous and enlarged appropriations were made at the last Annual Meeting for school purposes, repairs, etc.

For particulars in regard to special circumstances connected with schools or sections I ask reference to my Inspectoral Notes already forwarded.

I have the honor to be, Sir,

Your obedient servant,

T. R. PATTILLO.

DAVID ALLISON, ESQ., LL. D.,  
*Superintendent of Education.*

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DISTRICT No. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

DEAR SIR,—

The Counties of Yarmouth and Shelburne, which constitute my Inspectoral District, are divided into 136 school sections. Were I to include sections which have a merely nominal existence, it is possible four or five more could be added. Of the latter class, Middle Clyde, No. 26, has no school house, and as far as my informant can be relied on, has never had a properly organized school. McNutt's Island is similarly situated. Inspectors have frequently visited the place with a view to encourage the people to build, but the measure of their success may be inferred from what has been already stated. I had some difficulty in ascertaining the present status of Section 34 in Yarmouth District, in which the population consists of colored people. On research I find that this settlement was at one time a school section duly named and numbered; at another period it formed part of Riverdale Section, while at a later stage it is so divided as to be included in the two adjacent sections. This manœuvring is due to the inveterate prejudice of the white people against allowing colored children to associate with their own in the same school.

Some philanthropists would doubtless declaim against any concession to this feeling, but it seems to me that even educationists should take (white) human nature as they find it; and as it insists on having a separate school in the city, it might concede as much to the rural districts. The practical consideration should be to insure to the colored people all the advantages offered by the law. The records show that the school authorities in Yarmouth have been unsparing in



their efforts to provide school privileges for these people, and it is attributable to the indifference of the colored people themselves that so little good has been accomplished. One of my predecessors said, a short time before his death, that in response to his efforts to benefit them he had received only opposition and ingratitude. He added that no part of his work had given him so much trouble and afforded so little satisfaction. At the last meeting of the Board of Commissioners, a resolution was adopted which will bring matters to a point. This resolution prohibits the appropriation of public grants to the adjoining schools until the discriminating line be removed. Another *paper section* is Morris' Island. The circumstances of the people here are pitiable. The island has three isolated settlements. No one part is wealthy enough to support a school; indeed to do it would strain their united resources. To make matters worse, the roads are bad, and communication is almost impossible. I had hoped I would be able to acquire a personal knowledge of the localities ere this, but I have been obliged to forego my intention. A year ago the people of East River asked the Commissioners to modify the boundary line in order to obtain a central site for a school house. I am sorry to say that nothing has yet been done, nor is there any sign of an early start. Lately I had an opportunity to introduce the subject to a "leading" citizen, and told him the opponents of the school were depriving the young people of an education. He promptly contradicted me, asserting that they had a good "Sunday School" where all were taught to read the "Word," and added triumphantly, "that is enough for any man."

At the May meeting the rate-payers of Quinan petitioned the Argyle Board for a division of the old section. Some, especially those residing near the centre, would have preferred a graded school, but as the territorial limits are more than three miles from the centre, the Commissioners—wisely, I think—acceded to the wishes of the majority. In the contiguous parts of Central and Lower Argyle, an agitation was started towards the creation of a new section. Protests were sent me against the innovation. Fortunately the two Boards of Trustees secured the services of energetic and popular teachers, which gave a quietus to the movement.

By a reference to the tables you will see that 173 schools were open during the winter term.

I believe the number of schools, of pupils and of grand total days' attendance in Yarmouth County, will compare favorably with those of any other corresponding period. In Shelburne County there has been a slight falling off both in schools and in attendance, principally during the winter months. As far as I was able to ascertain, "hard times" was the cause. But the summer schools were sustained.

I herewith submit a few statistics taken from the tables of the Winter Term.

## IN YARMOUTH COUNTY.

Teachers engaged .....	101
Pupils registered .....	4,613
Grand total days' attendance .....	323,935
Average number of days schools were open .....	113
Proportion of population at school .....	5 in 23

## IN SHELBURNE COUNTY.

Teachers engaged .....	72
Pupils registered .....	3,076
Total days' attendance .....	200,225
Pupils daily present on an average .....	1,838
Average number days all schools were open .....	111
Proportion of population at school .....	5 in 24

Classed according to sex, there were 38 male and 135 female teachers in District No. 3, of whom six held A licenses; 30, B; 70, C; and 67, D.

Grade D seems to be considered beneath the dignity of a male teacher, as there are only 6 in the two counties. Among the French people this grade is still a necessity. Indeed a stride in advance was made when young Frenchmen succeeded in qualifying for this license. Most of them are doing good service. In Yarmouth County there are 26 French schools, four of which are taught by Sisters of Charity, and the rest by native French teachers. Some of these schools rank among the best in our rural sections. At West Pubnico and the Wedge, I heard pupils read in English with tone and accent almost equal to educated English children, while the general school-work was excellent. At Middle West Pubnico, pupils drew maps very well from memory, and my examination removed all ground of suspicion that their work was prepared solely for exhibition.

While reserving my estimate of the schools as a whole for a future report, I will speak freely of the school-houses. Of all things connected with our educational system the school-buildings have been to me the most disappointing.

In the County of Yarmouth, one's attention is arrested at pretty regular intervals by structures, which, in the olden time, might be called academies. Enter, and the illusion vanishes. Under the pushing energy of the late Dr. Farish, who deserves to be remembered as the "School Builder," school-houses arose in all parts of the county. The improvements he caused were remarkable. But this impulse spent its force long since, and the buildings have steadily deteriorated until scores of them have become a disgrace to the name of school-house. I can name section after section where every dwelling has an air of comfort, while the school-house is the only building which has the reverse appearance. A battered lobby, broken and lockless doors, a worn out floor, ceilings partly fallen, with more likely to fall, are scenes that have grown familiar to young eyes, though daily contact

may have taken away the repulsiveness of the surroundings. This picture is not overdrawn. The alleged difficulty in the way of improvement is the scarcity of means, rate-payers being unwilling to vote the required funds. There is always a timid deference to a ubiquitous old gentlemen who crustily objects to being taxed for "buildings and repairs." I have heard pleas of a similar character in sections which support three or four handsome churches. Does it not seem strange that parents should indulge in so much expense for their personal comfort for one or two hours a week, oblivious of the fact that their six-year old daughters occupy for thirty hours in the week a place where seats and desks are rough and hacked, blackboards uneven and full of holes, the floors unsightly, with shrivelled boards, the stove-pipe zig-zagging its way to the chimney, and the entries a repulsive ruin?

In Shelburne County there are at least a dozen schoolhouses which ought to be condemned, and others for their wretched furniture should share the same treatment. I hope to see this state of things remedied. The District system of jurisdiction was well adapted to the wants of the community when legislation was crude and partial, and served a beneficial purpose at the inception of the Free School system. But as the law has now assumed a more definite form and become applicable alike to all parts of the Province, something more direct in the exercise of authority is the pressing need of the hour. The transfer of Executive power to the office of Inspector, subject to the revision of the Department, would, in my opinion, be productive of immense good, and would soon remove the blot of bad schoolhouses from the country. Ere long, substantial, comfortable, well-equipped schoolhouses would remove all ground of complaint, and give an external aspect to our educational system in harmony with its intellectual scope and its social importance. Arbor Day will then be a necessity.

Before closing this subject, I ought not to omit to state that there is a trend of public opinion in favor of the views above suggested. At Sandford, the trustees, in response to my letter complaining of the condition of the building, called a meeting of ratepayers in April last, who voted \$300 for repairs and new furniture. They have completely renovated the structure and introduced desks of the latest pattern, and the whole is now in excellent order. There is not a neater or more comfortable schoolroom in the county.

On my first visit to Lower Eel Brook, in March, I was obliged to protect myself against the draughts of cold air which swept around the apartment, and the pupils seemed to be suffering similarly. What a change on my second visit! One could not expect a greater improvement. When the new desks are ready for use, the room will be a credit to the section.

The teacher in Central Argyle, having secured the good opinion of the ratepayers, has succeeded in getting many useful and much-needed changes made. The trustees have furnished a large set of Kinney & Haley's elegant school desks. These desks are made in Yarmouth, and equal, if they do not surpass, those which were formerly imported.

They are neat, strong and handsome, and are furnished at reasonable prices. They ought to come into general use.

The minutes of the annual meetings give assurance that other sections have made provision for improvements which will be noticed at the proper time.

Last Spring the schoolhouse in Pleasant Valley was destroyed by fire. The people, with commendable unanimity, resolved to build a new one. And now, on the old site, a neat building, provided with the best furniture and a good supply of apparatus, has taken its place.

I regret to be obliged to state that building operations at Port Clyde have met with an unexpected check. From what I know of those who initiated the enterprise, I believe the check will be only temporary.

Lower Woods' Harbor, the Hawk and Cape Negro, "are down" for new buildings.

A gratifying feature deserving of mention is the longer continuance of teachers in one section. At the beginning of the summer term, comparatively few changes were made, especially in Yarmouth District. This is a hopeful sign, indicating that the trustees understand that frequent changes mean unprogressive schools and wasted funds. And may we not hope that teachers also are assisting to bring about this improvement? What better recommendation can a teacher possess than the fact that he or she has taught for a series of years in one section? As a sequel to greater stability of tenure of position, I may add that there has been greater regularity in attendance. With a good teacher, a comfortable school, and a fair supply of apparatus, pupils will be attracted to the school. There will be a conscious expansion of the faculties and a pleasure in exercising them: a generous emulation will be roused, and detention at home will be regarded as a privation. This is a view which cannot be emphasized too strongly. Frequently the complaint is heard, "the pupils come so irregularly," or "the parents take so little interest." With a more intimate knowledge of the school, one is often puzzled to find anything to cause an interest. When the teacher's hand is seldom free from the book, and lessons are said in a mechanical way, and pupils have to pore over subjects which their intellects cannot grasp, what can be more natural than lack of interest and irregular attendance?

The following schools in Shelburne County have made the highest per centage for the summer term: Upper Wood's Harbor, primary, 87; Lockeport, upper elementary, 84; Shag Harbor, advanced, 83; Sable River, 82. In Yarmouth County: Wedge, No. 24, graded, 86 and 84; Lower Argyle, primary, 84; Hawthorne, 84, Central Argyle, 81, Central (Miss Archibald's room), 79; Salem, 78; Hebron, intermediate, 77; Milton (Miss Lyle's room), 77.

The new Course of Studies is now fairly launched. On my first tour I found many schools which had not received the revised copy,

but now all are supplied. In schools where copies had not been provided, I spent some time explaining the purport of the Course, the advantages of having in so convenient a compass the subjects which the law requires to be taught, and the stimulus which it will communicate to classes as they prepare for the consecutive grades. The completeness of the Course is its admirable feature. It ensures to the young people of our country a whole education in all that is necessary as a preparation for business or as a foundation for collegiate training.

In my visitations I sometimes excited astonishment by the prominence I gave to the "Record of Deportment" and to the persons whose names appeared there as deserving of notice. The record is a portion of our school machinery to which I have attached much importance as furnishing a standard to determine the character of the school, and to forecast the moral complexion of the future citizens. Its examination made a very favorable impression, for it shews the agreeable relations existing in most instances between teachers and pupils, and that the maintenance of order is not a matter of coercion. It is a fact, creditable to all concerned, that in most of the schools the larger pupils (those who attend during the winter months only) have in the record a witness of their manly behaviour and of their appreciation of school privileges. Evidently the school bully is becoming extinct, and in his disappearance a moral victory will have been achieved.

I have already called attention to the disparity in the number of male, as compared with female, teachers. The indications are that the disproportion is not merely temporary. Several teachers in the district left the calling at the end of the term, intending to seek an occupation which may ensure them better remuneration and greater permanence. This calls to mind a remark often made by my predecessor, that as soon as a young man succeeded well as a teacher he became conscious of his ability to fill another vocation which paid him better wages and imposed no greater responsibility. Several female teachers, too, I hear are going west, discouraged at receiving such small incomes, though they spent considerable sums in qualifying for their vocation at the Normal School and elsewhere. One of our best teachers has gone already to Malden, Mass., where she is succeeding admirably. In the withdrawal of Miss Emma Gilman, a holder of Grade B license, the local service has lost a valuable member. She was energetic, painstaking, and a fine disciplinarian. At the July examination for licenses, a class of four pupils taught by her took Grade C, with high averages.

In concluding this report, I wish to acknowledge most thankfully your obliging attention and helpfulness when I needed direction in the performance of my duties.

With great respect, I am, &c.,

Yours &c.,

JAMES H. MUNRO.

TO DAVID ALLISON, ESQ., LL. D.,  
*Superintendent of Education.*

## DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR,—

The following report on the state of the Public Schools in Inspectoral District No. 4 is hereby submitted. The Notes of Inspection and Monthly Reports for the year, embracing about seven hundred pages and furnishing a detailed account of the condition of each school inspected, render it unnecessary for me to deal with matters of detail on this occasion. The Statistical Tables already in your hands will furnish you with all necessary information with regard to the matters embraced therein.

At the annual meetings of the Boards of Commissioners in May and June last, three new sections were formed,—two in the District of Clare, and one in the District of Annapolis West. In all three cases the action of the Boards in their formation was a necessity. There are, therefore, at this writing, *one hundred and eighty-five* school sections in this Inspectoral District, all of which, with two or three exceptions, are regularly organized under the law. In these excepted cases the number of children in the section is too small to render organization imperative. About *fifty* sections had been adjudged by the Commissioners to be entitled to receive extra aid as “poor sections” during the year under Section 13 of the law. Nine sections only were without schools during some portion of the year.

The accommodation for pupils is improving yearly. With few exceptions, the seating capacity of schoolhouses is quite sufficient for the sections in which they are situated. In cases where deficiency exists, the attention of the Trustees has been called to the matter. In Margaretville West section the schoolhouse has been enlarged and fitted for a graded school of two departments. In Comeauville section a similar enlargement will be made during the ensuing summer, if a vote of the rate-payers at the last annual meeting may be taken as a criterion by which to judge. At Meteghan River the rate-payers are considering the necessity of providing accommodation for a graded school of two departments, and it is expected that some tangible result of their deliberations can be reported in the near future. At Meteghan, the most populous section in Clare, the zeal of the rate-payers is not commensurate with their ability. The schoolhouse is not sufficient to meet the needs of the section. The two schoolrooms owned by the section will not comfortably accommodate more than eighty or ninety pupils, whereas there must be in the section about double that number to be accommodated. It is true that a few pupils are provided for at the Convent, but even this does not relieve the overcrowded state of the public school building. A growing dissatisfaction exists among some of the rate-payers because a male teacher is not employed, more particularly for the benefit of the young men of the section. A school

building should be provided in this section in keeping with the requirements of the present age, and then the Trustees would be in a position, by employing a Grade A teacher, or one possessing the qualifications deemed proper by the Council of Public Instruction, to compete for the extra Government Grant under the conditions named in Section 10 of the "Act to encourage Academic Education" and the regulations prescribed thereunder. By this means the educational wants of the section would be relieved at a comparatively small annual charge upon a section which is now, I believe, the most lightly taxed section in this Inspectoral District. It is to be hoped that the rate-payers of Meteghan will give this matter their serious consideration, and, as soon as possible, take such action as will result not only in relieving the overcrowded state of their schools, but in providing such school privileges as will allay all dissatisfaction, and will attract to their section the young men of Clare who are now going abroad for those advantages which are denied them at home.

It is gratifying to be able to report a gradual improvement in school furniture. During the year, several schoolhouses have been supplied with desks of the most approved description, fully equal to any manufactured in other parts of the Dominion. These were manufactured in Bridgetown, at a cost which places them within reach of nearly every section in this District.

The supply of apparatus is gradually increasing in most sections. There is yet, however, much room for improvement. If Inspectors were clothed with more clearly defined power to compel Trustees to furnish apparatus essential to successful teaching of pupils, teachers would be placed in a position to work more successfully than at present.

On examination of Table I. of the statistics for the year, it will be seen that *one hundred and ninety-three* teachers were employed during the Winter Term, and *two hundred and three* during the Summer Term. Of these, more than two-thirds were female teachers. The low salaries offered in *most* sections render it undesirable for young men with brains and energy sufficient to obtain a license to remain long in the teaching profession. Female teachers are gradually monopolizing this field of labor, and are now found filling situations which a few years ago were exclusively at the command of male teachers.

Many of the teachers have done excellent work during the year. Their pupils give evidence of having been trained to habits of thought and observation. Some, however, have been found lacking that inborn element so essential to a teacher. This is no more than must be expected among teachers many of whom have been so short a time in the profession. It has been my aim whenever necessary to impress upon teachers the necessity of being thorough in their work, and of never permitting their pupils to advance more rapidly than their knowledge and clear apprehension of previous grades would warrant. If such premature advance be permitted, it is likely to result in inconvenience and damage to the pupil in the succeeding stages of his

school course. To this source may be attributed many of the failures to pass the standards prescribed for those aspiring to be teachers.

It is gratifying to know that Trustees and parents in many of our most desirable sections are growing in their appreciation of teachers who have received a Normal training and who adopt Normal methods of instruction. This fact is inducing larger numbers of our teachers to attend the Normal School and to receive training at the hands of the competent staff of instructors in charge of that institution. Whenever occasion has offered, the desirability of making thorough preparation for their work has been urged upon teachers, and the advantages of a course of training at the Normal School have been presented. Especial care has been taken to bring this matter before the Acadian French teachers of this District, but as yet without tangible results. A natural aversion to being thrown exclusively among English-speaking teachers and students—coupled, perhaps, with a consciousness of a lack of thorough familiarity with the English language—has caused them to shrink from leaving their own community. It is to be hoped that a just appreciation of the advantages of a Normal training, joined with a desire for more intimate acquaintance with the English language, will induce the French aspirants for pedagogic honors to attend a purely English institution in order to fit themselves to use more successfully the prescribed English text-books.

The adoption of the Course of Study having been made compulsory, the schools are now being classified more nearly in accordance with its requirements than formerly. Very little difficulty is experienced in this regard in towns and villages where two or more teachers are employed. In miscellaneous schools, however, in which pupils are found in all or nearly all the standards of the Course, more difficulty is experienced, not only in carrying on the work of the various grades, but in overcoming the ill-effects caused by irregularity in attendance. In a majority of the schools I have found the grading of the pupils satisfactory, owing to the energy and sound common sense of the teachers in charge. Where classification was defective, it was attributable largely to lack of energy or judgment, or to deficiency in the education of the teacher. A few teachers were found who apparently did not comprehend the object and intention of the Course of Study. Of such it may be said that there must be something so defective in their mental capacity as to lead one to believe that they had mistaken their calling. During the year, special pains have been taken to explain the Course of Study wherever necessary, and directions have been given for grading the schools and for their successful management in other respects, not only by oral explanations, but by means of voluminous notes on most of the Registers. It is believed that the effects of these directions will be more apparent before the close of another year. It is but just to add that those teachers who have succeeded in grading their schools as required, and in systematically following the course of work prescribed, are unanimous in their appreciation of its value as a guide to sound, systematic instruction. On the other hand, the attention of those who have been less successful in grading their school has been plainly called to the fact that the



affidavit which they are required to make at the end of each term obliges them to swear that they have taught "according to law," which may now fairly be interpreted to mean, among other things, according to the Course of Study.

As the Course of Study makes no provision for the study of French previous to the High School Grades, it is necessary to state that 1268 French children were learning to read French as part of their Common School work during the Winter Term, and 1411 during the Summer Term. This work, which appears to be a necessity, was done in addition to the work in the prescribed English branches. As a necessary consequence of this, French pupils are more backward in their school studies than those whose time is devoted exclusively to the study of branches in their own language.

The regularity in attendance has not improved since my last report. An examination of Tables IV. and V. will show that no less than *one thousand seven hundred* children between *five and fifteen* years of age are reported not at school in sections having schools in this District during the Winter Term, and that *one thousand three hundred and fifty* are in like manner reported not at school during the Summer Term. The number of absentees from school is considerably larger in Digby than in Annapolis County. During the Winter Term the per centage of enrolled pupils daily present was 57.7 in Annapolis County, and 58.4 in Digby County. During the Summer Term the like per centage was 59.6 in Annapolis County, and 62.2 in Digby County. By comparison with former years, it will be seen that no improvement has been made in this regard. In a country in which the majority of those attending school is drawn from the agricultural districts, more or less irregularity in attendance must be anticipated, but it is unreasonable to expect so great irregularity in attendance and so much absenteeism as now exists.

The optional compulsory attendance clauses of the law are not generally adopted by the school sections of this District. In fact, the resolution for their adoption is presented for the decision of the rate-payers at the annual meeting in very few sections. Where adopted in the past, it has been found to have but little practical effect upon attendance at school. Most pupils within the ages fixed by the law voluntarily attend school more than the number of days required. To be of any practical benefit, the law should be made much more stringent. The public sentiment of this District largely preponderates in that direction.

The School Manual issued in 1884, and then distributed to Boards of Trustees, has in many instances disappeared from the section. Trustees are continually applying to me for copies of the same. I am not in a position to supply their wants. Every teacher should also be supplied with a copy in order that he may not be at a loss to ascertain his duties in relation to his Trustees and the public. Further, a knowledge of the school law is required of candidates for license, and it is sometimes with difficulty that they can post themselves on this

subject for want of facilities for so doing. These facts call loudly for a new edition of the School Manual revised to date, either for gratuitous distribution, or for sale in the book-stores of the Province.

The Academies of Annapolis and Digby have been in charge of Mr. Alex. McRae and Mr. W. H. Magee respectively. As those institutions have been examined by yourself, and the pupils subjected to rigid tests as required by the "Act to encourage Academic Education" and the Regulations framed thereunder, it is not necessary for me to report fully thereon at the present time. It is but just, however, to state that the Academy at Digby has possessed more favorable opportunities for compliance with the requirements of the Act above-named, than its sister institution at Annapolis. In the former case, students have been in attendance from various parts of Digby County. On the other hand, the constituency of Annapolis Academy has been for years past practically limited to the school section in which it is situated, by reason of the high standard attained by several of the other schools in the County. In consequence of six teachers having been employed at Digby, the first year students of that Academy were chiefly taught by the teacher of the Preparatory Department, by which arrangement Mr. McGee's time was devoted almost exclusively to the *second* and *third* year classes. At Annapolis, however, the students had not the benefit of that division of labor which existed at Digby, but were under the exclusive tuition of Mr. McRae. In instituting a comparison, therefore, between the work done at those institutions, justice requires a due consideration of the facts stated.

The meetings of the Teachers' Association for this District were held in Bridgetown on the 27th and 28th days of April. A large number of teachers were in attendance. In addition to ordinary business, the following papers and lessons were presented, viz.: "Self-government of the Teacher," by Mr. Jonathan Woodbury; "Grading of Schools," by Mr. Geo. E. Chipman; "What numbers are divisible by the Digits, and why?" by Mr. Geo. B. McGill; "A Primary Object Lesson," by Miss Bertha Ruggles; "School Management," by Mr. Henry T. Slocomb; "Temperance in the School-room," by Mr. Watson C. Jones; "School Teaching as a Profession in Nova Scotia," by Mr. Phineas Whitman; and "Distribution of Time," by Mr. Brenton C. Munro. It was a matter for regret that illness prevented Miss Aggie Hamilton from giving "An Illustrative Lesson," as had been announced. Mr. Magee of Digby had also promised a paper on "Patriotism in our Schools," but for the reason referred to hereafter he could not attend. It is but just to those who prepared the before-named papers and letters, to state that their work was done in a very creditable manner. The discussions which followed the various papers were well sustained and practical. The presence of Prof. Eaton and Dr. Hall of the Normal School was much appreciated. Disappointment was felt that the Superintendent of Education could not be present, and that the examination of candidates for entrance into the County Academies being held at the time of the meetings of the Association, prevented the attendance of Principals McRae and Magee. To obviate a like disappointment in the future, it was unanimously resolved that subsequent

meetings of the Association should be held during the month of September at a date to be fixed by the Committee of Management. It was anticipated that the presence of the Superintendent of Education and of the Principals of the Academies could then be secured.

In consequence of the large number of schools in session and the length of time required to be spent in each school, it has been found to be almost impossible to inspect every school each term. A few must necessarily be passed, especially those which open for the term after a tour of inspection has been made in their vicinity, and those which close for the term before the Inspector has reached them. With those exceptions and a very few others which I could not overtake before the close of the term, all schools were inspected, and the Notes of such inspection are already in your hands. *One hundred and ninety-one* official visits were paid to the schools during the Winter Term, and *one hundred and eighty-four* during the Summer Term. These, with voluminous correspondence and other clerical duties, have given me unremitting employment.

The discrimination in favor of what are popularly known as Graded Schools, in giving them an extra week's vacation in summer, with consent of Trustees, is looked upon by the teachers of the miscellaneous schools as an injustice. The extra week is as much needed in country districts as in towns and villages. At that season of the year many of the children are required to assist in agricultural operations, and, as a consequence, schools are much depleted. On the last week or two before vacation, in many of the "poor sections," the efforts of teachers are rendered abortive by reason of their pupils being kept at home to pick berries. It must be conceded, also, that miscellaneous schools tax the energies of teachers fully as much as graded schools, and in some cases much more. These appear to be substantial reasons why all schools should be treated alike in regard to the summer vacation.

Respectfully submitted,

L. S. MORSE.

DAVID ALLISON, Esq., LL.D.,  
*Superintendent of Education.*

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DISTRICT No. 5.—KINGS AND HANTS.

COLIN W. ROSCOE, A. M., *Inspector.*

SIR,—

The number of School Sections in this District remains the same as last reported. A gradual change has been going on in Greenhill Section, No. 30, West Hants, which has so reduced the number of children, that a school is kept in operation with difficulty during the summer months. I am informed that there are only two families in the section having children to send to school, and these are quite as near to other schools as their own. The school-house is

unfit for use, and has been tolerated for several summer schools, only on account of the condition of the section. The section is so situated that it may be divided into four parts and attached to Hilldale, Ardoise, McKay and Woodville, the surrounding sections. By this change, the children will receive better advantages than now, at less expense; and none will have much further to travel to reach school. The section is assessed \$12,000. This case will be reported to the School Commissioners, at the next annual meeting of the Board.

A new section is needed between Lake Paul and Dalhousie, in Kings County. The distance between the school-houses, in these places, is about eleven miles, and there are from 12 to 15 children situated not less than three miles from school. Application has been made to the Commissioners, and the matter is now under consideration. Several years ago, the Board of West Hants set off a new section, on what is known as the Dawson Road, in Newport. This was to be treated as a section as soon as a school-house should be built. The house has been begun and will likely be ready for use next summer. This will add one to the sections reported for Hants.

Mt. Pleasant is a border section, made up of portions of Hants and Halifax Counties. When I first became acquainted with the section, there was but one school, which was situated in Hants County. Now there is a school-house and a miscellaneous school sustained in each county, and the past summer no pupils from Halifax attended the Hants County school—and *vice versa*. The schools being thus separated, and the Shubenacadie River forming a natural boundary, I see no reason why each school should not be regarded as belonging to the county in which it is situated. Should this meet your approval, the necessary steps, to make the change, may be instituted.

*Schools.*—This district has been well supplied with schools for the past year, and I believe in most instances, the schools have afforded good opportunities for securing a sound common school education. There are some who do not appreciate the schools. Their children attend irregularly and receive a benefit corresponding to the attendance. There are yet a few families that do not send to the public or any other school. Their children can neither read nor write, and nothing short of compulsion will ever effect a change in their case.

The following interesting items, concerning the schools, are presented:

#### WINTER TERM.

	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants ....	115	122	4804	308956 days.
Kings ....	111	124	4774	297791 "
Total..	226	246	9578	606747 "

## SUMMER TERM.

Hants ....	123	126	5032	313917 days.
Kings ....	117	122	4533	261791 "
Total ..	240	248	9565	575708 "

## TEACHERS—WINTER TERM.

Grade.	A	B	C	D	Male.	Female.	Total.
Hants ..	1	22	70	29	19	103	124
Kings...	2	24	63	35	39	85	122
Total ..	3	46	133	64	58	188	246

## SUMMER TERM.

Hants ..	2	16	70	30	17	109	126
Kings...	2	18	68	42	16	106	122
Total ..	4	34	138	72	33	215	248

One hundred and twenty-two teachers were employed in the same section throughout the year, 89 removed to new sections, and there were 37 new teachers. The total number of different pupils in attendance during the year was 11,909. Reporting generally, I may say that the schools have accomplished good results; and the teachers have been actuated by the usual earnestness and zeal in their work. A fair proportion of the schools may be reported *good*: a smaller percentage may be classed even higher than this, inasmuch as all that goes to make up a good school is noted and attended to by the trustees. The house is made convenient, comfortable and neat. The school is well supplied with all needed apparatus, etc., for easy and advantageous work, and the teachers are the best to be obtained. This kind of school will prove most profitable to any section. Other schools fall below my expectations. Some attention is given to the teaching of the three Rs, but not much advance is made from these. The rapid advance in the best schools is leaving these far in the distance.

*Course of Study.*—For many schools, and especially for the well-graded schools, the Course of Study has proved a great aid. There is no difficulty in following it to the letter in a department of a school consisting of a single grade, but in a very miscellaneous school the multiplicity of subjects demanding attention often discourages the not

over-courageous teacher from attempting to follow it. The oral lessons are, in such cases, *sure* to be neglected. I have recommended teachers of these schools to select two or three subjects for oral instruction for the first half of the term, and then drop these; and take others in their place for the remainder of the term. While a few teachers are to be found who can surmount all difficulties and make apparently smooth work in any school, a large number express a wish for a revision of the Course, to meet the case of the ordinary miscellaneous schools in the hands of the ordinary teacher. It is becoming apparent that true teaching is done orally or objectively. It may require time for all to learn this, but the important lesson is being learned.

*Classification.*—I am pleased to report that a good deal of attention is given to the classification of pupils in a majority of the schools. Without this, much of both the teacher's and pupil's time is wasted. There are some teachers who cannot classify according to any plan but their own. They have whims or preferences which they follow, as they do their varying moods. The subjects that they like they hear three or four times daily; for others they find no time. They often follow the suggestions of parents when their own plan fails. All this cripples the school as a whole. The only plan by which good progress can be secured for all is to hold the pupils as closely as possible to the prescribed Course of Study. There may be exceptions to this, in the case of those attending for their last term, who need some special work for a special purpose.

*Registers.*—I regard the keeping of the prescribed Register, as directed by law, as an imperative duty laid upon the teacher. If he be an honest teacher, and reflect at all upon his obligations and oath, he will perform this duty most conscientiously. As a rule, the Registers are well kept up to the time of my visit to the school, and I notice that in every case the teacher makes oath to his Return, in which he certifies that the Register has been faithfully and correctly kept by him. I have in some cases been much surprised to find the old Registers not completed, notwithstanding the items required to do it have been used in filling up the School Return. Trustees should not sign the Returns without examining the Register. Both teachers and trustees are liable to suffer loss for this. Now that the Register is prepared for it, it becomes the bounden duty of every teacher to examine and classify his pupils at the beginning of the term, and register them in some grade of the Course. This should be done soon after the pupils enter the school, and I think it would be well to inform each class what is expected of it, that the pupils may study with a view of accomplishing the work assigned to their grade. No doubt this registry of pupils in some grade should be done before the Inspector visits the school. If carefully and correctly done, it will facilitate his work and be a standing recommendation of one of the essential qualifications of the teacher. It is apparent that the teacher who cannot classify his pupils is not prepared to teach successfully. Should this *first* duty not be attended to, it may naturally be inferred that it is not the intention of the teacher or Section to conduct a legal school,

and the school be reported as not classified or prepared for the examination of the Inspector.

*School Returns.*—Owing to some changes in the form of returns, much of the statistical matter furnished by the Trustees at the close of the Winter Term was imperfect and unsatisfactory. A circular, calling attention to these changes and giving directions for filling up the Returns, was left with every teacher. When the Returns for the Summer Term came to hand, quite a number were found incorrect or incomplete, and were sent back for revision. The "No. Days Taught" and the "Grand Total Days Attendance" were in most cases correct; but the "No. Days Present at School," "No. Pupils daily present on an Average," and the "Per cent. of Attendance," were wrong. Columns 79 and 80 were in some cases exactly alike; in others, column 79 seemed to be made from column 80 by adding a half day whenever there happened to be a half day in that column. Column 79, and the columns in Tables 1, 2 and 3 Trustees' Returns for Graded Schools, were in several instances left for the Inspector to add. In such Returns, questions 24 and 25, Table 2, were not answered according to the directions given in the Register; and in Table 3 often all grades were reported as receiving lessons in Language and Grammar and History, etc., which are not required of many of these grades. Such Returns prove—(1.) That the Schools were not properly classified; (2.) That the Returns were made in haste, without due regard to what was reported. In justice to a large number of faithful teachers, I am bound to say that their Returns were all that could be desired. After another Term's trial, I feel inclined to classify the Returns, giving the names of teachers and Sections, and thus publicly giving credit where it is due.

*School Room Supplies.*—The reluctance with which the absolutely necessary articles of apparatus, etc., are furnished by trustees, induces me to suggest for your consideration that it would be well for Inspectors, at their semi-annual visits, to leave printed slips for the trustees something like the following:—

The Trustees of \_\_\_\_\_ School Section No. \_\_\_\_\_ are notified that, in compliance with the School Law, you are required to furnish the following, in addition to the ordinary text-books, of which each pupil shall have the supply required of his grade:

- |                            |                                   |
|----------------------------|-----------------------------------|
| 1. Clock.                  | 11. Calkin's Object Lessons.      |
| 2. Hand Bell.              | 12. How Plants Grow.              |
| 3. Thermometer.            | 13. Science Primers.              |
| 4. Ball Frame.             | 14. Health Lessons.               |
| 5. Wall Cards.             | 15. Temperance Manual.            |
| 6. Map of Nova Scotia.     | 16. Prang's Natural Hist. Series. |
| 7. Map of Dom'n of Canada. | 17. Manual of Drawing.            |
| 8. The Hemispheres.        | 18. Chart of Colors.              |
| 9. Globe.                  | 19. Models of Solids.             |
| 10. Maps of ———.           | 20. Dictionary.                   |

You are also required to make the following repairs upon the School buildings: (Here describe them.)

Any article already on hand, or which the school may not be in urgent need of, may be crossed out with a pen. In case the others are not supplied by the time of the next visit of the Inspector, he should be empowered to supply them and deduct the cost from the County money coming to the Section. It will be seen that I have referred only to what is needed in the most ordinary Common School. In my opinion, the schools should not be allowed to suffer for want of these. At present, the way to compel a Section to do its duty in respect to small matters, is so roundabout, that many matters are overlooked that should be noticed. Although personally I do not desire it, yet I think a little more power given to Inspectors to deal promptly with all matters pertaining to the want of immediate repairs, supplies of books, apparatus, etc., and small breaches of the law by teachers and trustees, would prove of much benefit to the schools.

*County Academies.*—Mr. E. J. Torey, B. A., has been Principal of the Academy in Windsor for the past year. While none of his pupils reached the standard of matriculation in College, two succeeded in obtaining Grade B licenses, and some others licenses of the lower Grades. The departments of the school which serve as feeders to the Academy are in charge of faithful and competent teachers. The inefficiency of the Primary department continues. This is not chargeable to the teacher, but to the grading and other circumstances. The teacher is required to teach and manage 150 pupils. She has one grade in the morning and another in the afternoon, and spreads her attention and energies over this multitude as best she can. My conviction that this plan is a grand mistake, increases. It cannot long be suffered to exist. More than half the pupils at the Curry's Corner school attend on this half-day principle. Of the half-day pupils connected with the Windsor schools, about one hundred were present less than half the days in the term; 50 being present 30 days and less. I refer to this as one means of destroying the usefulness of the school.

Mr. Angus McLeod was principal teacher in Kentville Academy during the year, and Miss Maggie Newcomb, B. A., assisted him till the summer vacation. To pass thirty pupils, under the requirements of the High School Course, as this school did, may be regarded as a good result. Three obtained Grade B licenses, one of whom stood second on the list of that Grade for the Province. Five more received Grade C, and three Grade D. At present, Mr. McLeod is the only Grade A teacher in the school, and there are four departments below the Academic.

I may almost report Berwick school as one of the Academies, or entitled to rank among them, so far as results are concerned. The Principal does not hold an A license, and the school does not receive the Academic Grant; but the school has won an excellent name, and deserves it. Three of its pupils passed successfully the matriculation



examination, and are now Freshmen in Acadia College. Three more obtained Grade B, eight C, and three Grade D, as the result of the last examination of teachers. The school now sustains three departments, and an assistant is employed for the advanced department.

The school in Maitland had Mr. W. R. Campbell, B. A., as Principal for the summer. He succeeded in passing the required number of pupils, doing High School work, to entitle him to \$50 of the special grant under the Act to encourage Academic education.

Hantsport has sustained five departments for the greater part of the year. The Primary department, becoming very small, was closed from Christmas till April 1st, and then re-opened. Mr. Geo. J. Miller, who has been the successful Principal, for several years, of the school in Canning, has accepted the Principalship of the School.

The schools in Wolfville and Canning have three departments each, and have been well sustained throughout the year. They rank among our best schools.

Much might be said of the excellence of many of the remaining schools; but as I cannot particularize in the case of each, I will stop here.

*School Inspection.*—The duties of my office have engaged all my time and best efforts during the past year, and at times the correspondence and increased office work arising out of changes in the school blanks, etc., have made it almost necessary to employ a clerk. Excepting yourself, few understand the extent of the onerous duties to be discharged by the School Inspector. From fourteen years' experience of the work absolutely necessary to be done, I may venture the remark that no public officials are more needed or do better service than they in securing a just distribution of public moneys. In addition to this responsible duty, that of guarding the interests and laboring for the advancement of the Common School service, is of paramount importance. In this direction, I think it is quite apparent that service has been rendered productive of the best results. The matter of remuneration is one of some moment to these officials. Deducting the actual expenses incurred in providing horses and outfits and to defray travelling expenses, etc., the balance of the salary allowed the Inspector does not afford a fair remuneration for the service rendered. I desire to submit for your consideration the claim of the School Inspectors to an allowance for actual expenses incurred in travelling.

*School Commissioners.*—The Board of School Commissioners for East Hants unanimously adopted the following resolution at its annual meeting held in the Court House, Gore, June 15th, 1887 :—

“RESOLVED,—That this Board request the Government, at the next session of the Legislature, to pass an Act to authorize the Municipality to indemnify them for their time spent and expenses incurred in

attending to the educational business of the Board, and that the same be a charge on the County School Fund, levied for school purposes.

"Further resolved, that the Inspector transmit this resolution to the Superintendent of Education as soon as may be convenient, with the request that it may be laid before the Council of Public Instruction."

In compliance with the law, I desire respectfully to submit the foregoing Report of the condition of the Schools in the Counties of Hants and Kings for the year ended Oct. 31st, 1887, for your consideration.

I remain, sir,

Your obedient servant,

COLIN W. ROSCOE.

DAVID ALLISON, Esq., LL.D.,  
*Superintendent of Education.*

#### DISTRICT No. 6.—ANTIGONISH AND GUYSBORO.

A. G. MACDONALD, A. M., *Inspector.*

DEAR SIR,—

In addition to the monthly reports and the statistics already forwarded to you, I beg leave to submit the following remarks on educational affairs in this inspectoral district for the year ended October 31st, 1887.

In Antigonish County, the number of schools in session during the winter term of the past year was 87, and during the summer 90, as compared with 81 and 87 for the corresponding terms of the previous year; and, in Guysboro County, the number for the winter term was 74, and for the summer 84, as compared with 70 and 85 for the corresponding terms of the preceding year;—thus showing an increase, for the last winter term for both counties, of 10 schools, and of 1 for the last summer term.

The section of Eig Mountain was the only one in the County of Antigonish that had no school during the year. It is without a schoolhouse, covers a large territory, and is poor and very sparsely settled. I am in hopes, however, that during the current year steps will be taken to get a suitable schoolhouse built in this section.

In the County of Guysboro there were five sections that had no school during the year, viz.: Steep Creek, Sandy Cove, Black Point, Lower Caledonia and Melrose. Three of these have but very few pupils and consider themselves too weak to support a school; one was engaged in building, while in another the school has been interrupted for some time by internal dissensions.

The sections of Wallace's Bridge on the West River, St. Mary's, and Middle Manchester, had commodious and well-appointed schoolhouses thoroughly completed during the year. A second department was added to the schoolhouse at Heatherton. New ones were begun, on a generous scale, at Boylston and Port Hillford,—the one in the former to be finished and fit for occupation at the beginning of the present term.

Steep Creek, which for some time has been the scene of much wrangling on the question of a schoolhouse site, will be ready to operate a school next summer in a new and suitable building. Provision has been made for better school buildings at Canso, and, I understand, at East Isaac's Harbor, and for additional accommodation at West Isaac's Harbor. The School Commissioners will be forced to exercise their prerogative by condemning as unfit for school purposes the buildings now used in Goshen and Birchtown, unless these sections move soon into line with the other sections of the district in the matter of school accommodation.

The schools generally are fairly well supplied with blackboards and maps. If globes and mathematical blocks could be cheaply and conveniently had, I would very strongly recommend their introduction into many of our common schools. Much could be most profitably done, orally, with such aids, in entering upon the study of Geography, Geometry and kindred subjects. At present, however, these helps are rarely found in our Common Schools, owing to their costliness and the expense incurred in getting them from abroad. A few of our more enthusiastic teachers have brought the skill of our home turners and joiners into their service, and thus procured for their schools most serviceable, if somewhat rude, apparatus.

I visited all the schools once during the year, and nearly all twice; the average length of all my visits being a little over one hour and three quarters.

With a view to impart more approved methods of instruction to our teachers, who, except in a very few cases, have had no advantages in the way of professional training, as well as to assure myself the more readily and reliably of the character of the work done in the schools, I have almost invariably conducted the examinations and exercises myself.

I must confess that I find the conviction growing every year, with my experience, that much of the work done, particularly the primary work, is poor, and possesses but little educational value. Quite a number of the more inexperienced teachers, perhaps in their anxiety to secure what they consider progress, *lift*, when they should only *help*, their pupils over every obstacle and difficulty that occurs, and thus prevent that hard work and conscious effort on the part of the pupil without which true educational training is impossible.

Other teachers again, either from want of professional skill or because they have no aptitude for the work, or for both reasons, fail to lead

their pupils to think as well as to memorize. Again, from various causes, many of our best teachers leave the profession every year; and their places are filled, generally, by new recruits, whose inexperience makes the schoolroom a practice ground at the expense of the pupils. These drawbacks are mentioned, not because I believe they can be wholly remedied under the present or any other public system of education, but because they would be reduced to a minimum if those only who possess natural aptitude and special preparation for the work of the teacher were admitted into the profession. Nor do I wish it to be understood that these hindrances exist on a large scale. On the contrary, the majority of our Common Schools are very satisfactorily conducted and deservedly enjoy popular confidence, while the institutions engaged in High School and Academic work, without exception, are rendering most efficient and valuable service.

In the matter of oral instruction, I am glad to be able to report a gradual but marked improvement from year to year. The study of such branches as Arithmetic, Grammar and Geography, is now, in most cases, approached in a rational manner, and made simple, lively, and interesting. Too much use of technical terms and memorizing dry rules are not calculated to make the study of any new subject attractive to the pupil.

I regret to say that the usefulness of many of even our best teachers is often impaired by the fact that they are confronted, in the discharge of their duties, with false notions and standards inherited from a former system, and that parents, in too many cases, are not slow to commend or censure the teacher, according as he does or does not follow the particular methods, however absurd, that prevailed in their school days. The immunity very properly enjoyed by members of other professions, in this respect, is almost an utter stranger to the teacher. Much of the worry and many of the discouragements that beset the teacher in his difficult calling grow out of this ill-advised and perplexing interference.

I would be ungrateful were I to close this report without thanking you for the uniformly courteous and prompt attention which I have always received in my correspondence with the Education Office, and also the gentlemen of the different Boards of School Commissioners, for many acts of kindness and assistance.

I have the honor to be, Sir,  
Yours, respectfully,

A. G. MACDONALD.

DAVID ALLISON, ESQ., LL.D.,  
*Superintendent of Education.*

## DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, B. A., *Inspector.*

SIR,—

It becomes my duty once more to report upon the state of educational affairs in this District for the school year ended 31st Oct.

By the union of Sections No. 1½ Lakevale and No. 8 Grand Lake into one, under the name Lakevale No. 8, the number of organized sections in Cape Breton County was reduced again to 130. In point of fact, the number is still further reduced by the absorption of the greater part of Section No. 2 (Muggah's Creek) into the town of Sydney by the incorporation of said town; so that now the schoolhouse of what was Section No. 2 finds itself within the town limits, and the school is under the control and management of the Town Council. As, however, a certain number of the ratepayers of the original Section still remain outside the limits of Sydney, its corporate existence cannot be said to have been entirely destroyed. As matters are at present, the situation with regard to the school in question is rather unsatisfactory both to the town authorities and to the people left outside. The schoolhouse is too far from the other departments of the town schools to admit of satisfactory grading. The larger pupils, however, can and do attend the town schools; hence the attendance at the "Creek" school is so reduced that it would probably be closed were it not that an injustice would thereby be done to the outsiders. Indeed, it was the intention of the School Committee to close it for the current term; but I understand that, in the interests of justice and fair play to the minority, they were obliged to reconsider their decision. This unsatisfactory state of affairs calls for a remedy, and will have to receive the early attention of some authority competent to deal with it. Section No. 129, Brickyard, (near Mira Ferry,) which had not enjoyed school privileges for several years, was reorganized and had school during the Summer Term.

The number of Sections in Richmond County has been increased to 70 by the addition to the roll of the Indian Reserve, near Salmon River, under the name of "St. Ann's, No. 39½," where a school for the Mic-Mac children of the locality has been started. Under the direction and supervision of Rev. John McDougall, P. P. of Red Islands, the energetic Indian Agent of Richmond County and the devoted friend of the "red man," a neat and commodious schoolhouse has been erected here at the expense of the Department of Indian Affairs. This schoolhouse, substantially built and well finished internally in wood and plaster, and furnished with good strong desks of home make but convenient design, is in a very accessible location near the Bras d'Or Inlet. This school, which is supported—as all such schools are—by an annual grant of \$200 from the Dominion Government, in addition to the usual Provincial grant to the teacher, was opened shortly after the

beginning of the school year, and continued in operation till the close of the Winter Term; but the teacher having then gone to college, it remained closed for want of a teacher till after the summer vacation, when the former incumbent was re-engaged. It had therefore been in operation only one term and a few weeks when I visited the school the second time (on Sept. 6th), and the progress already made by the little Indians, especially in penmanship, surprised me, and reflected much credit on the teacher, Mr. Alex. Johnston, a young man who had already acquired some knowledge of the Mic-Mac language, and some experience in teaching Indians at the Indian school at Eskasoni, in the County of Cape Breton. There is now one Indian school in each of the Counties of this District.

I give below, as usual, tabular comparisons of a few salient figures taken from the statistics for the year under review and the previous year, from which it will appear that in the County of Cape Breton there was a satisfactory increase in all the figures compared. In Richmond, on the other hand, there having been in operation two schools less each term than the year previous, there was a corresponding decrease in the same items of comparison. The number of Sections having no school at all during the year was the same in each County as in 1886, viz., 16 in Cape Breton and 3 in Richmond.

## CAPE BRETON.

	No. of Schools in session.	No. of Pupils register- ed.	Grand total days' attendance.	Average daily Attendance.	Total No. different Pupils during year.	Proportion of population.
1886.						
Winter Term.....	140	6090	397640	3681	} 7284	1 in 4.4
Summer " .....	146	6160	350897	3545		
1887.						
Winter Term.....	153	6364	405023	3710	} 7431	1 in 4.2
Summer " .....	144	6095	355034	3520		

## RICHMOND.

	No. of Schools in session.	No. of Pupils register- ed.	Grand total days' attendance.	Average daily Attendance.	Total No. different Pupils during year.	Proportion of population.
1886.						
Winter Term.....	69	2352	149264	1359	} 2894	1 in 5.2
Summer " .....	74	2625	153380	1502.5		
1887.						
Winter Term.....	67	2299	134517	1232.3	} 2878	1 in 5.25
Summer " .....	72	2512	149073	1456.8		

The following table shows the number of teachers employed, with their grades and sexes:—

## CAPE BRETON.

WINTER TERM.					Total.	SUMMER TERM.					Total.
1886.	A	B	C	D		A	B	C	D		
Males.....	3	26	23	32	84	2	22	18	29	71	
Females.....	—	4	30	22	56	—	6	38	31	75	
1887.											
Males.....	2	24	22	32	80	3	23	14	24	64	
Females.....	—	6	40	27	73	—	7	43	30	80	

## RICHMOND.

1886.											
Males.....	1	8	12	8	29	1	8	11	13	33	
Females.....	—	—	13	21	34	—	—	15	26	41	
1887.											
Males.....	1	6	12	15	34	1	7	14	13	35	
Females.....	—	1	15	17	33	—	1	16	20	37	

Referring to the statistics already forwarded, the new Table VI. showing the number of pupils receiving instruction in the different grades of the various branches, as adapted to the Courses of Study, must not be accepted as absolutely correct. As I foresaw and hinted in last year's report, the changes in register and return forms served largely to compel a closer adherence to the Common School Course than had hitherto been attempted in a great many schools; but there were still too many to whom both Course and Tables seem to have been quite unintelligible, and the result was very faulty and incomplete returns, leading to almost endless trouble, in this particular, in the preparation of the Abstracts. I regret to be obliged to think, however, that in some instances the defects were simply the result of carelessness on the part of teachers, as very incomplete returns came from quarters whence better things were to be expected. And some rather amusing examples might be given of the ideas of school grading entertained by some who "have grown grey in the service." From such as these last, it is of course useless to look for improvement, but by directing the work of inspection where it is most needed, it is to be hoped that, in time, uniformity of system will be approached, if not attained. I do not mean by this that I would have everything else sacrificed to *system*, but I do maintain that only systematic work can be successful, and that those teachers who are not "up to" the system under which they are working, must study to make themselves so, and to qualify themselves for the successful performance of their work. Teachers are engaged to do a certain amount of work per day,

for so many days in the term or year, and, when, their day's work is performed, their obligation for that day is fulfilled. True; but the faithful performance of a day's work presupposes a thorough understanding of the work and ability to perform it. Wanting this thorough understanding and consequent ability, the moral obligation of the teacher is *not* fulfilled by spending so many hours in the school room. Such an one is bound to secure for himself the necessary aids in the shape of books and other school literature, and to spend the necessary time outside of school hours in preparation for the work of the morrow. Teachers enjoy advantages now-a-days which were not possessed by their predecessors when there was no recognized system, but when each had to work out a system for himself. Perhaps teachers in those days worked harder than many do now. At all events, I know of some who studied more and harder while teaching school than ever they had done while students. But to return to the incompleteness of statistics: The last two items in Table IX., viz., "Amount voted at last annual meeting for school purposes, exclusive of building and repairs," and "Amount voted for building and repairs," must also be taken as approximations only. In the returns for Cape Breton County no answer was given to the former question in 10, and to the latter in 19, returns. The presumption might be in the latter case that no amounts were voted, but the fact is that no answer was given. In many cases, the financial statement was either only partially filled or apparently not noticed at all. The amounts asked for in Table III. (Inspector's Abstracts), col. 76, "Valuation of Property in Section according to last assessment," were not given in 12 cases. I have taken down the numbers of the delinquent Sections. Probably about the same proportion of omissions exist in the Richmond returns, but I neglected to note them before forwarding the Tables.

In the matter of improved or additional school accommodation, there is not much to report. The Indian schoolhouse already referred to is the only new building erected in Richmond County. In the united section of Lakevale also referred to above, the old Grand Lake schoolhouse has been removed to a central site, well repaired and finished internally and furnished with Gillis' patent desks. These desks are neat, convenient, durable, and above all *cheap*, and I recommend them to trustees needing improved school furniture—and their name is legion. I am glad to say that by attending the annual school meeting in rear of Ball's Creek Section, No. 39, with the assistance of Rev. Mr. McQuarrie, I succeeded in settling a difficulty of long standing over the selection of a site for a new schoolhouse to replace the one destroyed by fire some two years ago. This disagreement alone prevented the erection of a new schoolhouse which will now go on. I look forward to next year as likely to furnish several items in the matter of new buildings.

While on the subject of school buildings and sites, I may remark that if such a thing be possible or generally advisable, I am of opinion that legislation should be secured for the expropriation of land for school purposes. Several instances have come to my knowledge where it was either extremely difficult or impossible to secure the



only eligible sites; and I know of some sections now where new schoolhouses are needed, and where it will likely prove impossible to place them where they should be.

It is a matter for regret, that the section of Block House (Cow Bay) where an efficient graded school has been so long maintained, should have been obliged to close its school at the commencement of last summer term. For some years past, since the Block House Mine has been in difficulties, the school was, apart from the County Fund, maintained almost at the expense of the teachers. From term to term, they received little or no pay, but continued on in the hope of a better time coming for the mines, until the amount due them became alarmingly large, when they concluded it was useless to run any further risk. And when they left, the school was closed. It is to be hoped that these gentlemen will not lose their hard-earned wages. The future educational prospects of Block House, as a school section, are not, under existing circumstances, very promising. The section does not even own a schoolhouse, the one heretofore occupied having been rented property. The best, if not the only, resource would now appear to be union with Gowrie section. One board of trustees and one school organization ought to be sufficient for a village like Cow Bay, and indeed it is difficult to imagine what good reasons could ever have existed for the establishing of two sections there. The fact of there being a coal mine at each end of the village under different managements was surely not sufficient, if the schools were, as they should have been, conducted and managed according to law. Indeed it would tend very much to the advancement of education if many small adjacent sections could be prevailed upon to unite, and thus form good strong ones; but unfortunately the tendency is in the other direction—division. There are some cases of sub-division of Sections by the Boards of Commissioners at the last meetings that might be referred to here, but as their operation more properly belongs to the now current year, they may be allowed to lie over for the next report.

At the examination for Teachers' Licenses, last July, there were 88 candidates at Sydney Station, and 32 at Arichat. The following table shows the number applying for each grade and the results:

SYDNEY.

No. Applying for Grade.	No. Obtaining Grade.				Failed.
	A	B	C	D	
A.....2	1	1	....	....	....
B.....12	....	4	7	1	....
C.....40	....	....	13	12	15
D.....34	....	....	....	6	28

ARICHAT.

B.....5	....	3	2	....	....
C.....12	....	....	2	4	6
D.....15	....	....	....	3	12

Of the successful candidates at Sydney, 24 obtained licenses for the first time, viz., 1 A, 2 B, 6 C, and 15 D. Only five of those at Arichat are *new* teachers—all of Grade D.

The Principalship of the Academy at Arichat passed, at the commencement of the Summer Term, into the hands of Mr. George Patterson, M. A., who doubtless will, as usual, leave a good record behind him. It is to be regretted, however, that this Academy does not receive some support from other parts of the county. There was not one student from outside the town registered during the year. If this continue to be the case, it will be difficult to maintain a County Academy at Arichat, as the town alone will not furnish the requisite number of pupils.

The Sydney Academy continues to flourish under Principal McKittrick, though it has scarcely yet recovered from the effects of the great small-pox scare of two years ago, whereby so many students were diverted to other educational centres, and in all likelihood influenced their neighbors and friends to follow; but there are indications of a good attendance the current year.

I cannot well particularize, without making distinctions that might appear invidious, among many other schools of a high order where excellent work is being done. I shall content myself by concluding with the assurance that we are making fair progress all round.

I have the honor to be, Sir,

Your obedient servant,

M. J. T. MACNEIL

DAVID ALLISON, Esq., LL.D.,  
*Superintendent of Education.*

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#### DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

SIR,—

The following brief of the present condition of the Public Schools within the Counties of Inverness and Victoria, is partially condensed from the monthly reports, abstracts of trustees' half-yearly returns, and annual financial memoranda regularly transmitted to the Education Office.

The official statements for the Winter Term embraced a synopsis of work performed during the months of February, March and April; and during the following Summer, of a few weeks in June and July, and the whole of September and October;—the combined reports furnishing a fairly reliable *ridimus* of the general condition of nearly all the schools entrusted to my professional supervision.

During the winter season, the duties of a School Inspector are peculiarly irksome and laborious. The roads are generally bad, fit for neither wheels or runners; and when the country is indented with long water-stretches,—as in Victoria, for instance,—travelling at this season of the year is attended with more or less danger.

The schools to the north of *Capes Enfume* and *Rouge* have never been officially visited during the winter months. The clergymen in the far north, however, kindly exercise a general supervision over all the schools within their respective parishes, whenever the snows of "Smoky" and *Grand Anse* render a personal visit difficult or impracticable. Port Hood Island, No. 63, and Big Harbor Island, No. 66, are occasionally visited. The school of Cheticamp Island is readily accessible at all times; but the sections of Smith Islands, within a few miles of West Bay, and of the island of St. Paul's, a score of miles or so to the north of Bay St. Lawrence, have never been visited by any recognized educational official.

*One hundred* schools were officially inspected during the Winter Term, and *one hundred and sixteen* during the following Summer,—the notes of inspection, abstracts, etc., covering over *four hundred* pages of printed and written matter.

In no previous year have the school returns, as a whole, been marked by more thoroughness and accuracy. The teachers were supplied with new and improved blanks; and to fill in Table III. with any regard for the "eternal fitness of things," the adoption of the prescribed Course of Study naturally became a "*sine qua non*." Tabling so many additional items in the semi-annual abstracts has certainly imposed a large amount of extra clerical labor upon the Inspectors. But is there not abundant compensation in the thought that school work is now more efficiently performed, and that an attempt at more perfect grading and more systematic teaching has been attended with a considerable degree of success?

*Three* additional school sections have been recently added to the District rolls—Rankin, No. 90, and Melrose, No. 92, in South Inverness, and Piper's Glen, No. 48, in the North. The section of Cape Dauphin, Co. Victoria, sub-divided in 1886, was restored at the last annual meeting of the School Board. The District now embraces 255 distinct school sections—165 in Inverness, and 90 in Victoria.

The *school attendance* did not materially differ from that of the previous year. The aggregate number of pupils registered was 7,525 during the Winter Term, and 8,018 during the following Summer, while the total enrolment for the school year numbered 8,720, being 1 in 4.6 of the present population of the District,—not a bad shewing for a sparsely settled country. The average daily attendance is, however, not so satisfactory. This is undeniably the weakest point in our school system. The remedy is entirely in the hands of the parents; and until loftier conceptions of duty receive due recognition from the community at large, but little improvement in this direction can be

looked for. There must always, of course, be a certain per centage of loss in the public school attendance from sickness, inclemency of weather, and other causes. But when the average daily attendance during the winter season—when the bread and butter industries are comparatively quiescent—does not exceed 52 per centum of the total registration, the exhibit is far from what it should be. *Non-attendance* does not exercise nearly as baneful an influence upon the young and rising generation as irregularity—a habit destructive to the formation of character for the present, and more especially for the future. I am not aware that the “compulsory enactment” has been thus far enforced in a single instance. It is adopted at annual meetings *nem. con.*, and no more is heard of it until the next gathering of the clans. Its presence on the Statute-book is, however, evidently productive of beneficial results. In the language of Ruddiman, “although not expressed,” it is well to have it “elegantly understood,” that the trustees have the power, if they choose to exercise it, to remedy flagrant violations of a law which, perhaps more than any other, is intended for the “good of the governed.”

*Vacant Sections.*—As explained in a previous report, the statistics under this head are somewhat misleading. Nine sections in Inverness and 6 in Victoria are reported vacant during the whole year. As a rule, the sections referred to have the necessary territorial dimensions, but little else. It would have been just as well for the educational authorities to have waived their claim to self-government until they could have shown they had the wherewithal for school support.

During the Winter Term, 207 schools were in operation within the District,—being a decrease of *eighteen* as compared with the corresponding term of the previous year; but during the following summer, the number of schools in session swelled to 227, being an increase of *twenty* over the previous winter, but a decrease of *eight* compared with the summer of 1886. Fluctuations of this description can be largely accounted for as follows:—In the Fall of the year, there is a general *hegira* of all the young students in the fraternity, to various seats of learning in and beyond the Province. In the Spring they return *en masse* and crowd out their less favored brethren who “held the fort” in their absence. The home guard in their turn raid the mountains and glens. Thus every organized section is apt to be supplied during the summer months.

The subjoined statement, shewing the number of schools in operation for both Terms, together with the registration and grand total days’ attendance, may be of some service for reference:—

#### WINTER TERM.

Schools in operation—Inverness, 145; Victoria, 62.....	207
Pupils registered—Inverness, 5,202; Victoria, 2,023.....	7,225
Grand total days’ attendance—Inv., 308,493; Vict., 123,985..	432,478

SUMMER TERM.

Schools in operation—Inverness, 150 ; Victoria, 77.....	227
Pupils registered—Inverness, 5,643 ; Victoria, 2,375 .....	8,018
Grand total days' attendance—Inv., 285,138 ; Vict., 125,204.	410,342

*Teachers.*—As a rule, the character of the profession is steadily advancing both in scholarship and in the ability to practically apply educational principles. In this respect marvellous progress has been made since the inception of the existing School Act. Verily, few and far between were the good schools of "ye olden time." They were confined to the villages and more wealthy and intelligent farming communities; but to the teacher of even mediocre attainments, the rest of the country was a great lone land.

During the Winter Term, 224 teachers and licensed assistants were employed within the District—162 in Inverness, and 62 in Victoria; and, in the summer following, the number increased to 246,—169 in Inverness, and 77 in Victoria.

A tabulated analysis of the above statement may be of some local interest:—

WINTER TERM.

No. of Teachers of Grade A—Inverness, 2 ; Victoria, 1.....	3
" " " B—Inverness, 19 ; Victoria, 6.....	25
" " " C—Inverness, 59 ; Victoria, 18.....	77
" " " D—Inverness, 66 ; Victoria, 37.....	103

SUMMER TERM.

No. of Teachers of Grade A—Inverness, 2 ; Victoria, 1.....	3
" " " B—Inverness, 19 ; Victoria, 10.....	29
" " " C—Inverness, 60 ; Victoria, 21.....	81
" " " D—Inverness, 76 ; Victoria, 45.....	121

*Sixteen* assistants were employed during the Winter Term, and *twelve* during the summer following. This service was confined entirely to North Inverness.

By comparing the above tables with the statistics of previous years, it will be observed that from term to term and from year to year, the lower grades are gradually supplanting the higher. This is much to be regretted. It is, however, an error to suppose that one's grade of license or long experience is any criterion of his professional competency. While there are holders of first class licenses who are second-rate teachers, there are holders of second class licenses who are first-rate teachers; and even teachers of the third class occasionally "hold their own against all comers." Trustees are expected as a matter of course to attach due recognition both to education and experience, but more important credentials by far are: "a sound mind in a sound body," natural aptness, and honesty in the fulfilment of incumbent obligations. Up to the requirements of these grades of license most of our teachers are fairly well equipped for the work entrusted to their

charge. But in this, as well as in every other hive of industry, there are drones as well as workers.

The annual examination of candidates for license to teach in the Public Schools was held at the following stations, with the results annexed:—

*Hawkesbury.*—18 candidates: 5 applicants for Grade B; *one* successful, *two* obtained C, and *one* D. 6 applicants for Grade C; *one* successful, *two* obtained D, and 3 failed. There were 7 applicants for Grade D, all failures.

*Port Hood.*—80 candidates: 11 applicants for Grade B; *one* succeeded, *eight* obtained C, and *two* D. 34 applicants for Grade C; *four* successful, *twenty-two* obtained D, and 8 failed. Of the 35 applicants for Grade D, *seven* were successful; the rest all failed.

*Margaree Forks.*—39 candidates: 2 applicants for Grade B; both failed to obtain grade of application; *one*, however, obtained C, and the *other* D. 13 applicants for Grade C; *three* succeeded, *two* obtained D, and 8 failed completely. 24 applied for Grade D; *two* succeeded, and 22 failed.

*Cheticamp.*—31 candidates: 3 applied for Grade B; *two* of the number obtained C, and the *third* D. 6 applied for Grade C; *one* succeeded, *another* obtained D, and 4 failed. 22 applied for Grade D; *two* succeeding, the rest all failures.

*Baddeck.*—At this station 38 candidates put in an appearance,—2 for Grade B, 10 for Grade C, and 26 for Grade D. Of the B applicants, *one* obtained C, and the *other* D. Of the C's, *two* succeeded in obtaining the grade applied for, *five* obtained D, and 3 failed. Of the D's, *nine* succeeded, several of them with high averages, while 17 failed.

It is gratifying to observe so many of our young people aspiring to become teachers; but it is creditable to neither the character nor thoroughness of the educational outfit provided, that, under our present exceptionally favorable conditions for preparation, such a large percentage of failures should be recorded.

ROLL OF HONOR.—The highest B average in the District was made by Mr. Fred Calder of the Hawkesbury High School. In order of merit, the *three* highest C averages were obtained by

Mr. Dan. C. McKay, Argyle—average.....	64.6
Miss Emily D. MacAulay, Malagawatch—average	62.4
Miss Annie C. Cain, Baddeck—average.....	59.6

And to Mr. Dan. E. McLean of Indian Brook, Co. Victoria, is due the honor of having made the highest average in the whole District, securing his D license with an average of 68.4.

The County Academies and High School at Hawkesbury have largely contributed to the success of our Common Schools. In addition to the fact that institutions of advanced character always exercise a salutary local influence, it should be remembered that pupils attending school in the rural districts are stimulated to a closer application to their studies with a view to fit themselves for admission to institutions in which they can pursue a more advanced course of study, or be prepared for matriculation in arts, medicine or law. During the past year the County Academies at Port Hood and Baddeck have been in charge of Messrs. S. A. Morton and H. S. Freeman,—gentlemen of established reputation in the profession of their choice. In both schools the prescribed Course of Study was as rigidly adhered to as circumstances would permit, and, although progress was somewhat hampered through insufficiency of apparatus and more or less irregularity in the attendance of the pupils, the general exhibit displayed at the regular annual and semi-annual examinations was very creditable.

I was unable to visit the Hawkesbury High School during the Winter Term, but during the summer following I was happy to have had an opportunity of doing so. During this term Mr. John Calder was at the helm, and, in engaging a gentleman of such distinguished attainments, the trustees creditably reflected the well-known intelligence and enterprise of the locality. The curriculum of studies during the term embraced Greek, Latin and French, together with elementary science and physics.

*Teachers' Association.*—The Teachers' annual Convention was held in the public hall, Whycocomagh, on the 15th and 16th of September. The unusually large attendance of teachers and spectators evinced a growing appreciation of the benefits to be derived from this important agency for the discussion and interchange of views on subjects relating to educational progress.

Papers were read by

(1.) Mr. Freeman, of the Baddeck Academy, on the "Teaching of Elementary Arithmetic," with illustrations on the Black-board.

(2.) Mr. D. C. McKay, of Argyle, upon "Educational Aims."

And (3.) Mr. J. W. McDougall, of the Mabou Graded School, upon the "Professional Character of Teachers."

The next annual meeting is to be held at Baddeck.

*Results.*—From a calm retrospect of the whole subject, from inspections made and examinations held, combined with information of a varied and general character obtained from other sources, I am justified, I think, in making the statement, that the condition of education within the District is upon the whole steadily advancing. Schools in which the ordinary branches of education can be acquired are established everywhere, and appliances for the prosecution of studies of a

more ambitious character are abundantly provided in the advanced departments of our Graded Schools, in the Hawkesbury High School, and County Academies at Port Hood and Baddeck.

A number of our teachers have recently matriculated in arts, medicine, and law,—making averages ranging from 80 to 90.

*Two* have obtained bursaries of two years' continuance worth \$150 each per annum. And in a keenly-contested competition with representatives from nearly every County in the Province, at the recent Pictou Academy annual examination, one of our teachers succeeded in winning a beautifully-ornamented Silver Cup presented to the student of the senior class making the highest general aggregate of marks in the Academic Course,—comprising, in addition to branches of a more ordinary character, Greek, Latin and German.

The necessary average not having been attained to, the prizes offered in the last annual Report have not been awarded. Animated, however, by an increased desire to promote a generous spirit of emulation in the ranks of the profession, and with a view to reduce the number of candidates who succeed from year to year in winning their spurs by the "skin of their teeth," I have decided to make, at the approaching Teachers' Examination, the following offers, with the general proviso annexed, that unless an average of 75 be obtained, no award shall be made:—

(1.) A Silver Cup to the candidate examined in this District making the highest average for Grade A.

(2.) A Silver Medal to the candidate making the highest average for Grade B.

(3.) A Silver Medal of less value to the candidate making the highest average for Grade C.

And (4.) A bronze medal to the candidate making the highest average for Grade D.

During the last week of May, by special circular I directed the attention of teachers and trustees in both Counties to the advisability of devoting a whole day to the decoration of their school grounds with forest trees. In all the more enlightened localities my recommendation was cheerfully responded to,—thus manifestly enhancing the value of the sectional property, and at the same time exercising a refining and educative influence upon parents, teachers and pupils.

During the year, three veterans in the educational service have been called away:

*One*, the Rev. Peter Clarke of Cape North—a gentleman of scholarly attainments and advanced views in all matters relating to education. He was a Commissioner of long standing, and had to travel



one hundred miles to be present at the meetings of the School Board. During the incumbency of both my predecessor and myself, he frequently, without fee or reward, exercised the duties of an accredited visitor to all the schools within his extensive parish. He was one of the gentlest of men, and his genial smile of welcome was but a prelude to his unbounded hospitality.

*Another*, Malcolm McKay, Esq., was the patriarch of the Northern Board, having received his appointment nearly half a century ago. He taught school for several years, both in the old fatherland and in this country, and died much respected by his fellow-Commissioners and a large circle of acquaintances.

The *third*, Mr. Malcolm McLellan, was a teacher of long and varied experience. Educated at the High School of Kirkcudbright, he emigrated in early manhood to Nova Scotia. Here he immediately became a prominent factor in the educational service: first as Principal for a number of years of the Grammar School at St. Andrew's, Antigonish County, where many of the most prominent men in Eastern Nova Scotia received their early training at his hands; afterwards holding a similar position at Arichat, and still later in Inverness. He was famed for his classical attainments, having had the reputation of knowing every Latin author from Eutropius to Juvenal, "*ad aper-turam libri*."

With a renewed expression of my obligations to clergymen and other School Commissioners, to teachers and trustees, and to the people generally; and with sincere thanks to yourself personally for your promptness in business matters and your valued consideration in the discharge of my professional duties,

I subscribe myself,  
Very respectfully,

JOHN Y. GUNN.

DAVID ALLISON, Esq., LL.D.,  
*Superintendent of Education.*

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DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

R. McLELLAN, *Inspector.*

SIR,—

I have the honor to submit the following report of the schools of District No. 9 for the year ending October 31st, 1887.

Of the 134 School Sections in Pictou County, schools were in operation in 121 in the winter term, and in 124 in summer. Five were without school during the year—three of them being Sections only in name, and the remaining two being yet without school build-

ings. Of the 61 Sections in South Colchester, 54 had school in winter and 58 in summer. Only one, Lanesville, No. 86, was without school during the year.

In the matter of attendance we seem to have reached high water mark in Pictou County in 1886. The year just closed shows a slight falling off, as may be seen by the comparative statement below :

Pupils registered.	Winter Term.....	1886	6911
" "	" " .....	1887	6677
	Decrease.....		234
" "	Summer " .....	1886	7093
" "	" " .....	1887	7049
	Decrease.....		44
Grand Total Days' Attendance.	Winter .....	1886	484102
" " " "	" .....	1887	454061
	Decrease.....		30041
" " " "	Summer .....	1886	446384
" " " "	" .....	1887	445042
	Decrease.....		1342
Pupils daily present on average.	Winter .....	1886	4235.3
" " " "	" .....	1887	4038.0
	Decrease.....		197.3
" " " "	Summer.....	1886	4280.9
" " " "	" .....	1887	4253.0
	Decrease.....		27.9

South Colchester, on the other hand, shows a slight increase :—

Pupils registered.	Winter Term.....	1886	2551
" "	" " .....	1887	2723
	Increase.....		172
" "	Summer " .....	1886	2896
" "	" " .....	1887	2911
	Increase.....		15
Grand Total Days' Attendance.	Winter.....	1886	184191
" " " "	" .....	1887	196037
	Increase.....		11846

Grand Total Days' Attendance.	Summer.....	1886	193590
" " " "	" .....	1887	198420
	Increase.....		4830
Pupils daily present on average.	Winter.....	1886	1627.9
" " " "	" .....	1887	1733.3
	Increase.....		105.4
" " " "	Summer .....	1886	1853
" " " "	" .....	1887	1909.7
	Increase.....		56.7

In Pictou County, in the Winter Term, 168 teachers were employed : males, 50; females, 118. In summer, 169 were employed : males, 47; females, 122, holding licenses as below :..

	WINTER TERM.				SUMMER TERM.			
GRADE	A.	B.	C.	D.	A.	B.	C.	D.
Male .....	5	23	15	7	5	21	13	8
Female .....	0	14	63	41	0	13	70	39
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Both ....	5	37	78	48	5	34	83	47

South Colchester employed, in winter, 70 teachers: males, 7; females, 63. In summer, 77: males, 6; females, 71; distributed into Grades as follows:—

	WINTER TERM.				SUMMER TERM.			
GRADE	A.	B.	C.	D.	A.	B.	C.	D.
Male .....	1	4	2	0	1	2	2	1
Female .....	0	9	42	12	0	10	40	21
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Both ....	1	13	44	12	1	12	42	22

It will be observed that over 70 per cent. of the teachers in Pictou County, and over 90 per cent. of those in South Colchester were females. Male teachers are employed principally in the higher departments of the graded schools; while the lower departments and the miscellaneous schools are occupied almost exclusively by females. We may expect this excess of female over male teachers to continue and even to increase until the cause is removed, namely, a too low rate of remuneration to induce young men to enter the profession and continue in it. I would not be understood as disparaging female teachers. We have many young ladies in our schools who need not fear comparison with the best teachers of the other sex, but, from the nature of things we cannot expect a long period of service from them. The majority of them teach less than three years. Only 27 per cent. of those holding Grade B and C licenses employed during the past year have been upwards of seven years in the service, while of male

teachers, Grades A B and C, upwards of 50 per cent. have served for that length of time. As stated before, most of these were employed in graded schools, and received salaries, ranging from \$500 to \$800. Experience is worth much to the teacher, but until a large addition is made to the remuneration offered, we shall have to be content with inexperience. Trustees may, at least, have the satisfaction of knowing that they get what they pay for.

Below is a statement of salaries paid according to grade and sex :—

#### PICTOU COUNTY.

GRADE	A and B.	C.	D.
Male.....	499.00	245.00	171.57
Female .....	275.70	218.20	156.50
Dif.....	223.30	26.80	15.07

#### SOUTH COLCHESTER.

GRADE	A and B.	C.	D.
Male.....	570.00	255.00	.....
Female .....	287.22	218.20	158.00
Dif.....	282.78	53.70	.....

In the case of two many trustees a difference of a few dollars in salary is a more important factor in influencing their choice of a teacher than the competency of the candidates. To this there are, of course, honorable exceptions. There are sections in which it is the settled policy to obtain the best available talent. To do so only requires the inducement of a slightly higher rate of salary than the average, and the wisdom of this expenditure is evidenced by the superior standing of those schools in which such a course is regularly followed.

Teachers' salaries, of course, like all monetary contracts are subject to the law of demand and supply. In this district the supply far exceeds the demand. At the end of each term, there is a scramble on the part of teachers to obtain schools for the ensuing term. I am flooded with enquiries regarding vacancies, while I am rarely consulted by trustees, except to decide upon the respective merits of a number of candidates. I feel assured that to cancel D licenses would not create a scarcity of teachers in this district, and would prove a very decided advantage, both to schools, by compelling the engagement of a better class of teachers, and to the remaining teachers of higher grades by lessening competition and thus increasing salaries. I do not, of course, undertake to estimate the effect of such a step upon the schools of the Province at large. I am aware that we are exceptionally favoured in this district with the Normal School in the centre of one County and Pictou Academy and numerous high schools in the other. Still it seems to me that the time has come when the validity of D licenses might with advantage be limited to a few

terms. The loss of those teachers who are so deficient in capacity or in energy as to continue teaching for years on a grade D license would not, I think, seriously impair the efficiency of our schools.

I take pleasure in noting the following improvements, viz:—new schoolhouses at Toney River, in Pictou County, and at Gay's River in South Colchester, extensive repairs costing \$200 or upwards at Salt Springs, Pleasant Valley, River John Village, Bigney and Welsford, all in Pictou County. I regret to have to add that all these expenditures with the exception of that at River John, were made under threat of discontinuance of public school money.

The short-sighted policy of many sections in the matter of school property is a continual source of surprise and regret to all friends of education. The value of paint as a preserving and beautifying agency is not recognized as it should be. Damages and deteriorations, at first slight and easily remedied, are allowed to grow worse and accumulate until a building originally an ornament to the section becomes, without and within, an eye-sore to all claiming an interest in it. When a certain stage is reached, the inspector feels obliged to report its condition to Commissioners, repairs are ordered and, as a general rule, a much larger sum has to be expended than would have been required if all damages had been repaired year by year as they occurred.

Having inspected the schools of South Colchester in the months of September and October last, I took advantage of observations on the condition of school property so recently made, to address a letter to the Secretary of Trustees in every section in which defects or deficiencies had been noted. These letters were sent out in time to be laid before the annual meetings of ratepayers, and, I am happy to note from copies of minutes in my possession, were not without effect.

No doubt much could be effected in the way of bringing about a more satisfactory condition of school appurtenances were it possible for the Inspector always to meet with trustees on the occasion of his official visit; but experience shows that this is not possible. In the Winter Term, the conditions of travel are such as to preclude the possibility of making appointments with any degree of certainty as to their fulfilment; and in the summer, trustees in country sections are, as a general rule, too busy with farming operations to attend the examination of the school, and, as might be expected, those who are most remiss in the performance of the other duties of their office, are also most negligent in this.

In view of these facts, I would respectfully suggest that trustees should be required, as a condition to drawing their allotment of the County School Fund, to present the certificate of the Inspector, that their school premises, buildings and equipment are in such a condition as the circumstances of the Section warrant, or that he holds their written guarantee that necessary improvements or additions will be made within a limited time. Inspectors should be empowered to

withhold this certificate only on the refusal or neglect of trustees to make repairs or supply deficiencies in apparatus when ordered to do so. The withholding of this certificate would not involve forfeiture of the County Fund, but only delay in its payment, and would prove an excellent reminder to forgetful or negligent trustees. The power of condemning old or unsuitable buildings should, I believe, be still left where it is, in the hands of Commissioners.

Inclement weather and impassable roads render it impossible for me to visit all the schools of this District in the Winter Term. I have, however, always heretofore succeeded in overtaking all, or nearly all, in session in summer. My duties as Clerk of Boards of Commissioners occupied more of my time than usual in the early part of the past Summer Term, and, in consequence, a number of schools in the district of South Pictou were unvisited. I shall make a point of visiting these as early as possible in the present Winter Term.

In estimating the educational work done in comparison with previous years, it is, of course, impossible to speak with any degree of definiteness. To do so, a detailed report of the work and methods of each of 238 teachers employed in summer, and of 246 employed in winter, would have to be given. For such a report I beg to refer you to my "Notes of Inspection." The teaching on the whole was characterized by an increasing effort to approximate more closely to the standard of the Prescribed Course of Study. Considerable prejudice still exists as an obstacle to the full adoption of this standard of classification and school-work, and teachers in many Sections incur the risk of unpopularity by insisting on compliance with its requirements. In several Sections pupils have been withdrawn from school in their own Section and sent to an adjoining one on such grounds. When appealed to, I have invariably refused to sanction such transfer. It is not surprising that this opposition should be met with among the ignorant, where nothing but the practical is recognized as of value in education; but unfortunately it is becoming fashionable among those who should know better, to condemn what they term "a multiplicity of subjects for young children." They should remember that "diversity is relaxation," and that the amount of instruction prescribed is graded in proportion to the age and capacity of the pupils. As a matter of fact, I have not observed any superiority of attainment in Reading, Writing and Arithmetic among those pupils who have been taught these subjects to the exclusion of all others. On the contrary, the greatest proficiency in these branches is invariably found in those schools where all the subjects of the Course receive their due share of attention. Teachers, as a rule, cheerfully acknowledge the utility of the Course, and it is to their faithful adherence to their convictions that we must look for the overcoming of this prejudice.

In this district, the "Lessons on Nature" are perhaps more generally neglected than any other part of the prescribed work. Slightly over 50 per cent. of registered pupils throughout the year received instruction under this head. As the past year was the first in which teachers were required to report the number of pupils receiving

these lessons, no data exist for an accurate comparison with previous years. From my "Notes of Inspection," however, it will be observed that the number of schools in which these lessons were given is much greater than in any previous year, though there are still too many schools in which they are neglected. Teachers who do not possess the requisite knowledge of the subject-matter of such lessons or of the manner of imparting instruction therein may readily qualify themselves by the study of the text-books recommended by the Council of Public Instruction. Valuable assistance may also be obtained from the specimen lessons given from time to time in the *Educational Review*, which should be in the hands of all our progressive teachers.

Slightly over 80 per cent. of registered pupils received instruction in language and grammar. There is probably no subject in the teaching of which such marked improvement has been made within the past few years in this district as in language. Previous to the introduction of the course, the study of grammar was not commenced until the pupils were old enough to have text-books placed in their hands. Even then the teaching consisted too often in a mere hearing of the words of the book and very little real knowledge of the subject was gained. The excellent outline for oral work prefixed to our present text-book has had much to do with the improvement manifested. About 15 per cent. of pupils studied Composition, 65 per cent. Geography, 37 per cent. History, 39 per cent. Drawing, 7 per cent. Algebra, 5 per cent. Geometry, and 5 per cent. Book-keeping. In all these subjects the number receiving instruction in the winter was larger than in the summer term. The per centages in Pictou and South Colchester were about the same except in Industrial Drawing, in which that of Colchester was considerably larger.

More trouble than usual was experienced with the Returns of the past year, owing to changes in forms,—a large number having to be sent back for correction. To save trouble, it will be necessary in future to issue a circular of instruction to teachers with the Returns.

The new forms of School Registers have been furnished to all Sections. They are a very decided improvement on the old, and, in addition to other important advantages, will prove of material assistance to Inspectors in their examinations, as the teacher's classification of the school will appear at a glance.

By an Act of the Provincial Legislature, passed in May last, the Board of School Commissioners for the District of South Pictou were authorized and required, at their next annual meeting, to ascertain as nearly as possible the amount of money expended by private parties in Glencoe School Section, No. 16, in said district, in building school-houses, maintaining schools and defraying legal expenses, and to report the same, with, as far as practicable, a detailed statement of the persons to whom it is due, to the Board of Trustees of said Section, within thirty days after said meeting. In compliance with the terms of this Act, the Board spent the greater part of its session in exam-

ining accounts presented, and hearing evidence in regard to the justice of the claims advanced. It was then resolved to adjourn for two weeks to allow the Clerk time to prepare a connected statement of the claims of the several parties. As most of the ratepayers of the Section had contributed at different times to the support of one or other of the rural schools maintained, the Board did not deem it necessary or advisable to examine into the amounts of these several claims in detail. James A. McDonald and James Cameron having acted as agents in the collection and disbursement of all moneys, agreed to act as trustees of and become responsible for the proper apportionment of whatever sums the Board should determine to be just and payable for expenditure incurred by each party. Accordingly, at the adjourned meeting of the Board it was resolved that the sum of \$4695.15 is payable to James A. McDonald, and the sum of \$2336.18 to James Cameron, for the purposes specified in the preamble to the Act. I am not aware of any action having been yet taken by the trustees of Glencoe School Section, under Section 3 of the Act, which authorizes them to borrow a sum of money sufficient to meet the claims recognized and reported as just and payable, by the Board of School Commissioners, and to repay the same with interest in thirty equal annual instalments. It is to be earnestly hoped that all claims may be satisfactorily adjusted and harmony at length restored in this Section, so long distracted by litigation and internal strife.

I have the honor to remain,

Your obed't servant,

R. MCLELLAN.

TO DAVID ALLISON, ESQ., LL. D.,  
*Superintendent of Education.*

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#### DISTRICT No. 10.—NORTH COLCHESTER AND CUMBERLAND.

E. J. LAY, *Inspector.*

SIR,—

In connection with the statistical tables accompanying this, and the notes of inspection forwarded monthly, I desire to make the following report. The exhaustive character of the new form of tables issued by the Department, leaves little room for comment, and none for explanation. Still as each county likes to see some account of its schools in the Inspector's Report, it is necessary to repeat some statistics. The number of Sections in the District remains as before, 140 for Cumberland and 58 for Colchester. Of these, I am proud to say, but one had no school during any part of the year. Sections that are merely so in name, but in which no school has ever been established, are not included in the above number. Such are Steven's Mount, Kolbeck, North Port Greville, Yarmouth, and Beaver Meadow. I hope, before another year, to visit those places, and see if schools can be established.



In the various Sections there were 210 schools in session during the winter term, and 229 in the summer.

*Changes and Improvements.*—At the last meeting of the different boards, the houses in the following Sections were condemned:—North Shore, Malagash, Mount Pleasant, Spring Hill, Lower Greenville, Slades, Apple River, Wallace Bridge, West Brook, River Philip, West Branch, and Port Howe. Of these, Spring Hill has erected a large building, with class-room, and furnished it with patent desks and apparatus. Still, the accommodation is inadequate. I asked for two departments, and as there are over 120 children in the Section, an immediate change will doubtless be needed. Slades has also erected a new school-house, and put in patent desks. Wallace Bridge did not build, but remodelled the old edifice, and put in new seats. Of the other Sections, five are occupying the old buildings for the winter, and are making preparations to build in the spring.

Other new schoolhouses erected or completed during the year are at Dewar's River, a neat building, well furnished, but a little cramped, North Greenville, outside finished, Greenville Station, and South Valley, the same, while Sand River and East Hansford have theirs completed. The one at Sand River owes its existence to the energy of E. J. White, Esq., and is one of the neatest houses in the District, the walls painted, ceiling frescoed, and seats of the best manufacture. The seven last-mentioned have all been built in poor sections, averaging in assessable property, about \$6400. These deserve great credit for their work, and might be taken as examples by many wealthier sections. In addition to these, Tidnish River has erected a new building, but owing to dissensions in the section, it is not completed. Another new one is at the Gulf Shore, neat and commodious, but not yet properly furnished. Spencer's Island is this year occupying a new schoolroom, the best, probably, in the Parrsboro District.

In addition to those condemned, improvements and alterations have been ordered in the following cases: Fox River, Port Greville, New Canaan, Green Hill, New Salem, Lorneville, Wilson's, Henderson's, Sutherland's, Linden, Tidnish, Shulee, Barrowsfield, Pugwash, and the Joggins. The first two need additional accommodation, which has been promised. Tatamagouche has remodelled Primary Department and put in patent desks. Shulee has built an addition to schoolroom. Pugwash, with commendable liberality, has added a new Department, and the Joggins has returned to its old place among graded schools. Stake Road schoolhouse has been moved to a central position, and repaired. Oxford boasts of extended improvements, of which I am unable to give a report this year. Cape D'Or and Advocate have made additions and improvements. Parrsboro has expended over a thousand dollars in building. Murphy's revived our hopes for Stirling by establishing, last summer, a graded school; but, I regret to say, has returned to its old position of a miscellaneous school. At Two Rivers, near the cradle of the famous raft, a school has been established through the energy of B. R. Barnhill, Esq. The inhabitants had been without

one for about seven years. As to West Colchester, their schoolrooms were built, in the first instance, more in accord with modern ideas; and improvements have not to be chronicled, as they are not needed, except in rare instances. River Hebert has furnished both rooms with new and improved seats, and neatly papered the walls.

Building has been in many cases delayed by the want of proper plans. Without authorized ones it is a very difficult matter to induce trustees to sacrifice their ideas of economy to the public good, and erect commodious buildings. A few feet taken off length of building, height of ceiling, two entrances tabooed, separate cloak-room for girls ditto;—all these evils might be remedied by one authoritative decree from the C. P. I. Trustees are not disposed always to listen to plans emanating from an architect whose sole title to the same consists in the fact of his knowing that the Norman arch was rounded, and the Gothic pointed. No less than sixty schoolhouses in this district are smaller than the smallest contemplated in the recommendation of the C. P. I., while a great many others are too small for the comfort and health of the pupils. *Mens sana in sano corpore* is more often rendered impossible by ill-ventilated and stuffy rooms, than by the alleged process of cramming. We have reason to congratulate ourselves on the active building operations of the year, but it cannot be denied that too many buildings are still unfit for the high purpose for which they are used. That needed improvements may be carried out properly, I trust that authorized plans will be furnished us before building operations begin next spring. There is still a very general neglect in providing proper outbuildings, and the variety of excuses for their continued neglect is often more curious than convincing. However, there is improvement here also, and I trust to find the wood this winter under covering other than the snow, which was the case in many instances last winter. About heating and ventilation there is little intelligent system. I find many rooms too cold for work in at 9 o'clock, and often at 10, while they are either too warm or reeking with foul air at 11.

*Apparatus.*—Not alone in building and repairs has there been improvement. We have also to report unusual activity in the procuring of apparatus. The following list comprises, in part, the articles purchased by trustees during the past year: 43 pairs of Hemispheres, 31 Ballframes, 25 Maps of Nova Scotia, 7 of the Dominion, 3 Globes, and a large quantity of Blackboards. As a rule, I have found trustees willing and anxious to procure what I ordered. In some cases, of course, the response has not been so ready. It would be an assistance to our work, if the department would make it imperative on Sections to provide articles really necessary in school, publish a list of such articles, and give the Inspectors power to procure them. I notice that several of the Inspectors urge the necessity of their being clothed with such authority, and in connection with their expressed wishes, I have much pleasure in forwarding you the following resolution, unanimously adopted by each of the four Boards in my District at their May meeting:—"Resolved, that we heartily endorse the recommendation of the

"Superintendent of Education in his last Annual Report in regard to the County Fund apportionments of Sections that do not furnish necessary apparatus for their schools, and that we recommend such a measure as he proposed, to the C. P. I., guarded by such restrictions as may seem wise to that body."

*Attendance, etc.*—The following table attempts to draw some comparisons between the schools of this year and last in District No. 10 :

	Schools in Session.	Pupils Regis- tered.	Grand Total Days' Attendance.	Not at School.	Average Attend- ance.
Winter Term, 1886 .....	205	8328	522961	.....	57
" 1887 .....	210	8191	490319	1125	54
Summer Term, 1886 .....	223	9050	517944	.....	55.5
" 1887 .....	229	9245	529738	1062	55.5

Gains and losses are variable. As to the number of schools in operation, both winter and summer terms show a gain, while we have to report a falling off in the attendance for last winter. The number of children not at school seems large, but as careful a calculation as I had means of making showed that 90 per cent. of the school population of Cumberland was at school during the year,—an attendance equal to that of the Boston city schools. Still, our average attendance of pupils registered is too small, being slightly below the average for the whole Province last year. Each teacher employed in Cumberland has had, on an average, 38 pupils registered in winter, and 39 in summer, while the number is slightly larger for the whole district.

	1st Class M.	1st Class F.	2d Class M.	2d Class F.	3d Class M.	3d Class F.
Cumberland, 1887 ....	\$433	265	223	220	200	154
" 1886 ....	438	281	261	219	198	158
Colchester, 1887 .....	496	290	272	210	150	140
" 1886 .....	458	307	298	213	—	154

Or taking the grades altogether, the average annual salary earned by our Cumberland teachers is about \$250 as against \$260 last year, while the Colchester teachers earn \$260. Of this, the Sections pay an annual salary of \$159, the balance being government grants. The above table shows a decrease in the salaries for 1887, especially marked in the case of male teachers, showing plainly why they are leaving the profession.

Colchester is far ahead of Cumberland in the remuneration of 1st and 2nd class teachers, while 3rd are better paid in Cumberland. This is partly attributable to the condition of affairs in Stirling, in which

one-half the teachers are of Grade D., who are each paid by the Sections the meagre sum of \$72 a year. That the salaries can be bettered without any serious tax on the Sections is evidenced by the fact that Cumberland assesses itself to support its teaching profession, the most important factor of its future progress, but  $\frac{1}{2}$  per cent. of its rateable property; or, to put it in another way, its children burden it with the sum of \$3.50 a-piece per annum for their education.\*

I have to lament every term the withdrawal of teachers who, by natural ability and experience, have proved themselves able instructors, because inexperience asks a smaller reward for its labors.

Poor salaries and underbidding among teachers have been another great evil,—frequent changes. We are content to lose a tried teacher for the sake of a few dollars, and never think of rewarding diligence, unasked, by an addition to the salary. In many cases, however, changes seem to be due to other causes that can hardly be accounted for. Out of 55 changes that I have made note of in Cumberland during the past year, while 27 Sections received a cheaper teacher, 15 paid higher, and 13 the same salary,—thus showing that while economy may dictate half the changes, the others must be accounted for differently. Out of the teachers who remained in the same Section both terms, 10 did so at a smaller salary. Their services were approved of, but their employers said, in effect, you must pay for that approval.

*Grade of Teachers employed.*—Very little change is to be noted here. The following figures are for the whole district, and show that the C's are increasing at the expense of the D's:—

Winter Term—1886....	A 1	B 24	C 98	D 88
" " 1887....	" 3	" 25	" 111	" 77
Summer " 1886....	" 1	" 25	" 105	" 100
" " 1887....	" 2	" 22	" 119	" 95

As to the sex, 44 male and 174 female teachers were employed in winter, and 36 male and 202 female in summer. It must not be forgotten that some Sections changed teachers during the term, which will explain any discrepancy in number of teachers employed and number of departments open.

*Character of Work.*—But while there is very little change in the scholastic acquirements of teachers, and even a diminution in their pay, I can honestly say that the character of their work is improving. Their anxiety to gain knowledge, and improved methods of teaching, their enthusiasm in the schoolroom, are not to be checked by an unappreciative public. While their salaries are diminishing, they are subscribing for educational papers, attending teachers' associations, the Normal School,—doing everything that lies in their power to make them better teachers. They are not working merely for their salaries,

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\* It must not be forgotten, though, that some Sections are taxed 1 per cent. and over for the support of schools.

but the majority are discharging what they consider a sacred trust. Not all,—for there are those who scrimp their work in every walk of life, and there are teachers who say good-bye at the end of the term with their highest aspirations satisfied if they have taught the full number of days.

The Course of Study continues to be carefully followed. In the Winter Term, 50 teachers had totally neglected the Lessons in Nature, in the summer, not more than half that many, and where 25 neglected Language Lessons, now there are more. The chief thing to complain of is the teaching of Arithmetic to Grades I. and II. It is often either neglected in those grades, or carried on without any explanation of processes.

Another evil, and one I cannot very well see how to remedy, is the length of time pupils are working in our miscellaneous schools, without any direct supervision of the teacher.

Very little advanced work is attempted, Reading, Writing, Spelling, Arithmetic, and Oral Grammar receiving the largest amount of attention. The following numbers are for the Winter Term, and show the number of pupils taking up the several studies mentioned:—

	WINTER.	SUMMER.
Reading and Spelling .....	7958	....
Arithmetic .....	7488	....
Writing .....	6955	....
Oral Grammar .....	4730	5622
Geography .....	4780	....
Lessons in Nature .....	4251	7165
History .....	2767	....

The above shows a gratifying increase in the number studying Oral Grammar, and the Lessons on Nature. The others I have not compared, as they seldom vary from term to term in any other ratio than that of the numbers registered.

Amherst Academy leads the district in higher education. R. M. Langille, B. A., who taught successfully for the past eighteen months, is now studying Law in Ann Arbor University. The trustees have brought the schools of the town into direct line with the Course of Study by establishing a Department for each grade. The teachers, who are very seldom changed, are able and enthusiastic in their work. Miss McGregor, the popular primary teacher, has successfully carried out the half-time system for the past term. W. R. Slade, Esq., who for the past six years has held the Principalship of the Oxford schools, is one of our most successful teachers, and has succeeded in permeating both school and Section with his own energy and interest in education.

In Spring Hill Mine I have to report a very serious lack of accommodation, the six departments during the past year having an average of 90 pupils each. Their case has not been dealt with yet by the

Commissioners, as it was felt that the rapid growth of the town rendered such a condition of affairs, though serious, unavoidable. The trustees are moving in the matter, and hope to have a commodious building erected before the end of another year. Their present Principal, Mr. McKay, is manifesting the interest of a citizen in the educational well-being of the town, and is collecting, during vacation, information not only as regards plans of schoolhouses, but on the question of incorporation.

Parrsboro is making strides in improvement. Over \$1000 have been expended in building during the past year, and through Mr. Craig's energy in organizing an excursion last summer money was obtained to purchase Prang's Natural History Charts, Maps, Colour Charts, and professional works for the teachers. Last Arbor Day, over thirty trees were planted, and the grounds otherwise improved.

Miss Forbes, who holds a Grade A license and is a graduate of Dalhousie, shows a goodly array of High School pupils. They are not all pursuing the full course, but enough have done so to entitle her to the superior grant.

The Acadia Mines School is still, as it was under Mr. Fraser's principalship, the pride of the Mines and the beau ideal of a village school. The schools of two departments at Wallace, Pugwash, River Hebert, Advocate, Five Islands, Folly Village, Tatamagouche, have all done satisfactory work. Next year, if you permit, I will include them in above table, and give salaries of principals. I do not do so this year, that the trustees may have an opportunity of bringing them up to a high water mark. The principals of the above schools were Messrs. McIntosh, Johnson, Wood and Dickson, and the Misses Harrison, Olding, and Falconer. But the graded schools, though doing good work, are under more favourable circumstances than can possibly be found in the miscellaneous school. There, after all, is the educational hope of the country, and their fostering should be a first care in the attention of all public school officers. I would like to mention scores that are doing good work, but shall simply point to three in each sub-division of my District as worthy of imitation, viz :—

Cumb. proper	{	School, Northport . . . . .	Teacher, Miss Irvine.
		" Lorneville . . . . .	" Mr. Goodwin.
		" River Philip . . . . .	" Miss Sproul.
Parrsboro . . .	{	" Diligent River . . . . .	" Miss Smith.
		" Spencer's Island . . . . .	" Miss Sayre.
		" Cape D'Or . . . . .	" Mr. Scanlan.
W. Colchester	{	" Bass River . . . . .	" Miss Rutherford.
		" Debert . . . . .	" Miss Corbett.
		" Masstown . . . . .	" Miss Clarke.
Stirling . . . .	{	" River John Road . . . . .	" Miss McKay.
		" Byers' . . . . .	" Miss Byers.
		" Earltown . . . . .	" Miss Mackenzie.

I assure the teachers that I appreciate the work of all, and doubtless, were I acquainted more thoroughly with the disadvantages under which their work is carried on, I might be disposed to put their names, instead of others, in the above list.

*Returns.*—I find these satisfactory in most cases. The parts that give the most trouble are Table III. and cols. 79 and 80. As to the first, the new Register will obviate part of the difficulty, while the others, which is now a puzzle to some teachers, will have to be made plain by personal explanation. Cols. 26 and 27 are frequently left for the Inspector to guess at, and I have reason to suspect, from the conflicting results obtained in making out tables, that the information given is more unreliable than that obtained by guessing. However, the really important items are carefully filled in. Were I to make a suggestion in relation to any information required from trustees, I should like to see, in the financial memorandum, the amount raised by poll-tax.

*Teachers' Examinations.*—The results of the examination here last summer were rather disappointing. There were for

B	10	applicants,	1	successful.	4	obtained	C,	and	5	D
C	43	"	..		14	"	"	"	7	"
D	35	"	..		..				6	"
	—	"	—		—				—	
Total	..88	"		1 B		18 C			18 D	

One reason for this failure is, I believe, to be found in the fact that the Course of Study does not afford teachers the same opportunity of preparing candidates for examination, as when each drew up his own curriculum, and this I take to be another advantage arising from the Course of Study. Our schools are not intended for the training of teachers. A Normal School is provided free, and there let them go. If that is prevented in many and worthy instances by the question of funds, far better grant permissive license to the young aspirant for six months, on condition that at the expiration of that time, he or she go to training school, or forfeit Government Grant from our public schools. They do no better work for having passed the examination, and thereafter are a fixture, without further training, as long as they choose to teach. As to acquirements of those serving six months apprenticeship, they might give the Inspector, on his summer visitation, evidence of satisfactory standing as pupils in Grade VIII. They would also, after this probation, derive greater advantage from a term at the Normal School, than if they went without actually trying their hand at teaching, for they are in a position to know their weakness as instructors, and will take pains to fortify their weak points.

*Associations.*—Our Association at Spring Hill Mines last winter was well attended. I have not the minutes of the meeting by me, but papers were read by Messrs. Tuttle, Slade, Langille and Morse, and lessons taught by the Misses Gray and Sproul. An interesting and well attended meeting was held in the evening, at which an address

was given by the Superintendent. An attractive feature of the programme was an excursion under ground, where the wonderful labyrinth of the Spring Hill Coal Mines, and the strange life of its denizens, were duly seen, and doubtless made the text of many an interesting talk to the children by the teachers. 127 teachers from District No 10 attended the Provincial Association at Truro. I am sorry that I cannot report a goodly attendance at the Summer School of Science, whose inaugural was so propitious. Another year may enable me to do so. Our teachers receive a bonus in the shape of additional holidays for attending associations, while the Science School entails the loss of them, and an outlay very considerable in proportion to their salaries. I trust that the attendance at it in the future will receive that recognition, that now alone is wanting to make it our most popular resort for teachers.

*Commissioners.*—In the work of carrying out repairs, providing apparatus, etc., I have been most ably seconded by the Commissioners, and in many cases forestalled by them. I have to thank them most heartily for their energy in enforcing the spirit of the law, and their liberality in furthering the designs of our school system. The removal by death of Commissioners Henning, McLean and Lawrence, and the absence of others from the country, will necessitate some new appointments.

*Trustees.*—My relations with the trustees have been, in the main, pleasant. I am sorry that our acquaintance has been made largely through Her Majesty's mails, and is wanting in that thoroughness that characterizes personal intercourse. The very general response that my requests for improvements has met, convinces me that any apparent neglect on their part is due rather to want of knowledge of what their duties really are, than from lack of interest in education. If they were just a little more liberal with their teachers, and had a little more determination in carrying out what the law requires without regard to grumbling ratepayers, I feel convinced that education would receive such an impetus as all the Inspectors in the country could not give it. I still, however, have somewhat against them. Their visitation of the schools is too often neglected, or perfunctory in its character. 32 schools were noted in the summer term as being unvisited, 34 received but one visit, and 26 but two. Still, these trustees signed the Returns, declaring, in a solemn certificate, that they had visited the schools according to law. Altogether, trustees' and Secretary's visits to the schools averaged 3 in winter and 2.4 in summer.

*Inspection.*—Out of the 210 schools in session during the winter term, I visited 177. Three of these not visited were head departments of graded schools, six could not be reached on account of bad roads, and about as many more were not in operation at time of my visit. In May I set out with the determination of visiting every Section, but my connection with the Summer School of Science prevented that, and left me with a record of 214 visited out of 229. Six schools, from local causes, were not open the day I visited Sections. No schools were left unvisited during the whole year but Castlereagh and Sand



River. This double visitation entailed 2400 miles of travel. In every school the majority of classes were personally examined, and lessons taught generally in Elementary Arithmetic and Nature Lessons. I do not want to grumble, but I feel that my parish is too large entirely to be thoroughly visited more than once a year. Still, the frequent change of teachers makes two visits necessary, and I know that some require two a term. If any of my work is to be done in the manner the law requires, it is quite useless to attempt it all.

It seems proper to insert in my Report the following obituary notes :

DONALD MACAULAY, Grade B, taught the Winter Term of 1887, and died shortly before the Summer vacation. He had been a teacher 30 years, 21 of which were spent in one school—Pugwash. Although I expected to find him, on my first visit, wedded to old ideas, I never met a man who could so easily put himself in the position of a pupil, and so readily conform his methods to those of more modern systems. His labors were very successful, and he died universally respected.

MISS MINNIE ARCHIBALD taught the Summer Term of '86, at Acadia Mines. She was a very successful primary teacher, but resigned her work to go out to Trinidad as a missionary teacher, and died in less than a year.

JESSIE CROWE, Grade C, taught in River Philip for the three terms ending Oct, 31st, 1887, in the latter of which she taught 100 days, and died before its close. I visited her school late in the term, and in a week after, she was dead. She was a Normal School graduate, and a successful teacher.

J. HOWE BROWN, Grade B, a very estimable young man, took his license from the Parrsboro school in 1886, and taught the Winter Term of 1887 at Fox River. He died a few days before the close of the term, after a very short illness.

MARY E. GREENFIELD died in Sand River during the winter, and while engaged in teaching. I never met her.

All these teachers died suddenly, and, we may say, while actively employed in their profession, for Mr. Macaulay lived but a short time after resigning his position.

And now, in conclusion, may I make a few suggestions ?

The Committee appointed under Section 12 of the Manual might safely have its powers extended. During the year defects are pointed out in school machinery that no one feels inclined to remedy, and they have to wait, sometimes a year, until the next meeting of Commissioners, whereas they might be dealt with at once by a responsible Committee, whose action would be sanctioned by the whole Board, or appeals heard by that body against such action.

An authoritative summary is desirable of apparatus, furniture, plans of buildings, outbuildings, that every Section would be bound to respect, should be fixed by the C. P. I. so that Inspectors could show something beyond what ratepayers would perhaps look upon as a mere whim when asked for necessary appliances.

The re-writing of Clause 4, Sec. 27, would redeem it from its present ambiguity or obscurity.

Some provision should be made for the publication of bounds of School Sections. In this county they are scattered through the minutes of Board meetings for the past twenty years.

Third Class teachers, after a certain term of service, might advantageously be compelled to study and apply for an advanced Grade.

Some method of apportioning the County Fund to the needs of a Section rather than to its number of pupils. The present system enables wealthy Sections, in every case, to support their schools with half the taxation on property that poor ones have to levy. For instance, a Section valued at \$114,000 draws \$5 more County money than another Section valued at \$17,000, and which pays its teacher exactly the same salary, or \$6 more than one valued at but \$9,000, and which pays its teacher only \$5 less than the first one mentioned. These are not isolated instances, and, to me, seem to call for a change.

Thanking you, Sir, most warmly for your prompt attention in every instance to my requests for information, and your forbearance with duties sometimes tardily performed,

I have the honor to be,

Your obt. servant,

E. J. LAY,

DAVID ALLISON, Esq., LL.D.,  
*Superintendent of Education.*

## APPENDIX C.

Report of the Board of School Commissioners  
OF THE  
CITY OF HALIFAX.

OFFICE OF COMMISSIONERS OF SCHOOLS,

HALIFAX, N. S., November, 1887.

TO DAVID ALLISON, ESQ., LL.D.,  
*Superintendent of Education.*

SIR,—

I have the honor to submit herewith, returns and statistics bearing upon the work of the Common Schools, and the County Academy in the City of Halifax, for the year ended 31st October, 1887, together with the Supervisor's Report, which furnishes an analytical view of the progress and innovations that have been made during that period.

*New School Buildings.*—In the report for 1885-6 it was stated that three new school buildings were in course of construction. In the main, these were not additions to the accommodation already existing, inasmuch as some time previously premises on Coburg Road and Prince William Street that had been rented as schools were given up; and it was also the intention to dispense with unsuitable rented buildings then occupied on Windsor and Agricola streets. The new buildings on LeMarchant Street, Compton Avenue, and Agricola Street, (of two, four, and two departments, respectively), were finished and occupied early in the year,—and have fully justified the choice of locality and the modern improvements in construction, giving to Halifax at least eight of the finest school-rooms it had as yet possessed, at a moderate cost, and replacing entirely unsuitable apartments.

The Compton Avenue building was planned with a view to further extension that seemed likely to be needed, and an additional classroom was subsequently decided upon.

It was found that greatly increased traffic on the city's main thoroughfare rendered more than one room (fronting on Lockman

Street) in St. Patrick's School unsuitable for effective work; and in addition to this, from time to time, owing to over-crowding, it was found necessary to secure class-room accommodation outside, at a great disadvantage. The Board finally decided to become responsible for the rental of a suitable building to be erected in the vicinity. A site was obtained on the west side of Brunswick Street, and preparations made for commencing the work of construction of what will form another very creditable addition to our school buildings. In course of a few years it may be hoped that Halifax will have every reason to be proud of its equipment in this respect. Particulars as to expenditure, etc., will be found in the returns.

*The Cost of the Schools.*—The amount expended, chargeable to the Public Schools during the year was \$79,967.37. \$68,519.74 was received from the city assessment, and \$11,844.77 from the Provincial Government and other sources. This was a few hundred dollars in excess of the estimate, which is more than accounted for by an increase of the school population, teachers and class-rooms, together with the addition to the interest account from debentures issued for construction. There was due to the bank on overdrafts \$3,484.24 on October 31, 1886, reduced to \$2,089.14, October 31, 1887.

Contrary to general impression, the cost of school instruction in Halifax is the reverse of oppressive, as can be easily shown. The amount received from the city yearly for schools is about one-fourth of the whole assessment. The city rate for several years past has averaged about \$1.20 on the \$100. A tenant at that much rent (or the owner of a property assessed at \$1,000, which are identical in valuation for assessment) would pay \$12 taxes, of which \$3 would be for schools, covering the cost of tuition of one, two, three, or even half-a-dozen children, who are besides provided free with copy books, pencils, chalks, and stationery in some branches of study. The same proportion will hold good in the case of larger assessments; it will be seen that by no means a heavy burden falls, at all events, upon the greater portion of the community, and who contribute most largely to the school register.

*Enrolment and Attendance.*—During the winter term 1885-6, there were 5,270 children enrolled,—in the summer term, 5,600; a slight decrease as compared with the previous year. The aggregate number of days in attendance, was, as shown by the Supervisor's report, somewhat larger. Still there is room for improvement in this respect. To fulfil the spirit of the law, it is necessary to provide accommodation and teachers for every one of the largest number (5,600) enrolled, while an average of 4,217.3 only are advantaged thereby. When it is considered that very many of the children, rarely, if ever, miss a day, the extent of the absenteeism of another large class may be judged. This has a tendency to largely increase the cost, and to militate against the success of any system. This matter requires to be grappled with, and the requisite legislation is already provided. The acts bearing on Public Instruction (Sections 75 to 87) enact that whenever the City Council shall agree to have these sections put in force, it shall

be compulsory that all children between the ages of 7 and 12 shall attend school during at least 80 days in each year, under certain prescribed exceptions and penalties. The act might be amended in some respects,—it makes truants liable to arrest, and the parent subject to a fine, to be added to his school rates for the ensuing year; but the greater number of such children would belong to families occupying tenements, and not assessed directly. The police should constitute the truant officers. Boys found wandering about the streets, wharves, or suburbs, during school hours, should be required to give a satisfactory account of themselves, and the penalties enforced. Thus a natural source of chronic idleness would be very effectually checked.

The machinery being available, it only remains for the City Council to sanction its enforcement, and the Board to carry out its provisions, to remove a great drawback and defect in our school-room economy, and secure the greatest good to the greatest number by insisting that all children from 7 to 12 (unless under special circumstances) shall have the benefit of the instruction which is open to them in the public schools within the years when they either must obtain it, or in most cases, never.

*Teachers.*—Having had the pleasure of visiting repeatedly the various schools in session, and having a knowledge of the principle on which it is sought to improve the status of the teaching staff, I am enabled to express the conviction that in this respect the position is improving year by year, as old methods are discarded and modern and practical qualifications for teaching rendered essential.

*The Course of Study.*—Many members of successive boards have formed a general impression that the course of study has grown to be too complex; that children are sought to be educated too much on a system that strives to make all alike in point of attainments, without regard to capability or to the practical object of instruction: to fit for the duties of life, each in his sphere. There is an idea that the common school system has gone beyond itself in engrafting too many branches, which take up time and divert the mind to no practical end. It would seem that a common school system should be simplified as much as possible, so as to fulfil its immediate aim in the highest degree. Care should be taken, in the additions that are from time to time made in the course of study, against the danger of choking the great essentials,—“the three R’s,”—the foundation of all learning, with which, and no other education, a lad or lass may build to the highest sphere,—without which, all other education is defective at the very foundation.

My impression, after a three-years term on the School Board, is, that the course of study in the common schools requires revision and pruning, now that there are so many collegiate, academical, commercial college branches, and other auxiliaries, which are available by nearly all who are desirous of obtaining the advanced education which our common school system was not intended to bestow, and to attempt which is of more than doubtful expediency, and perhaps at the expense of the real boon of thorough elementary education.

*Arbor Day and the Jubilee.*—Arbor Day was duly celebrated on the 23rd of May, when there was a large and pleasant gathering in the Academy Hall, addresses, music, etc., and subsequent planting of trees in school grounds.

On the day set apart for the celebration of the Queen's Jubilee (which was also the anniversary of the settlement of Halifax,) between three and four thousand of the pupils were gathered on the western slope of the Citadel, each school being assigned a position to which they marched, several bearing very handsome banners, and all presenting a most attractive appearance. On a platform in front were seated His Honor Lieut.-Governor Richey and lady, members of Government and Parliament, Mayor and Aldermen, members of the Board, and others. His Honor delivered an appropriate address, and there were numerous incidents of a most pleasing nature. A band discoursed patriotic music, the children sang, the weather was magnificent, there were at least 10,000 spectators, and the successful carrying out of the gathering was unanimously declared by press and people to be the leading feature of the two days' celebration.

*Miscellaneous.*—A number of night schools have been in operation during the winter months, and were fairly availed of by a class whose days are otherwise occupied.

The Commissioners have devoted much time to the regular examinations; and the system under which these latter are conducted has proved satisfactory.

New furniture of improved pattern is gradually replacing the old desks and forms in the schools.

An increasing amount of attention is being paid to industrial drawing and manual training.

The Supervisor and Secretary (Messrs. A. McKay and R. J. Wilson) have assiduously discharged the duties of their respective positions, and to them is due much of the satisfaction which can honestly be expressed on a review of the work of the year. The statistics and returns prepared by these officials are, as usual, complete and interesting.

The important position of Vice-Chairman during the year just expired was filled most ably by Ald. J. J. O'Brien, to whom, and to the other members of the Board, I must express deep obligation for their ready co-operation in all suggestions tending to advance the interest of the schools.

I have the honor to be,

Your obedient servant,

HENRY D. BLACKADAR,

*Chairman.*

# Report of the Supervisor of Halifax Public Schools, FOR THE YEAR ENDED 31ST OCTOBER, 1887.

*To the Chairman and Members of the Board of School Commissioners for the City of Halifax.*

GENTLEMEN,—

I beg to submit for your information the following Report on the Public Schools of this city for the year ended 31st October, 1887 :—

\* \* \* \* \*

It is nearly always found that schools following closely the prescribed course of study do much better work than those which are careless about it. This better effect is caused in the first place by the excellence of the course itself, and the advantages of system connected with it, and in the second place by the superiority of those teachers who have the wisdom to adopt it. Although a close adherence to the course is most desirable, yet it is thought that it possesses such elasticity as not to repress in any way the originality of teachers of more than ordinary merit. There has been a very general attempt on the part of teachers to give attention to the lessons on nature. In several instances, both teachers and pupils have made small natural history collections, provided cabinets or supplied their departments with boxes of solids, color charts, etc. These efforts are to be highly commended, and should be encouraged by assistance from the board, as has been done in three or four cases. As hinted in my report last year, a part of the amount formerly devoted to prizes might be very properly expended in this way. Those teachers only who have proved their interest in the work, and thus shown their fitness for carrying it on, should receive such aid. There would thus be a guarantee of the expenditure being utilized to the fullest extent.

*Halifax Academy.*—It was considered desirable that the Halifax High School, now the Halifax Academy, should receive considerable attention in my reports for the year 1884 to 1886, owing to changes which were necessary in its constitution and management during those years. It has now just completed its second year as a free county academy, and for this year there is nothing very noteworthy to report. The difficulties of classification, which might have been expected in the first year, have been nearly all overcome. The classes are well

graded, and there is little or no friction in their management. The travels and studies of some of the teachers, during the last year's summer holidays, have had a beneficial and stimulating effect upon the school. Much more attention is given to reading and elocution than formerly, and the result is a marked improvement in these subjects. In chemistry, practical work in the laboratory has been carried on with much enthusiasm by a considerable number of the pupils. Latin is studied by about one-half of those in attendance, mostly by the boys; the other half of the school taking French instead. There are few schools in which pupils of the same ages can read and translate Latin so readily, or in which a better foundation is laid for subsequent progress. The method is natural and progressive, creating in the pupils a taste for classics, which makes it the favorite study of all who take it. It is sometimes urged against the academy, and the common schools as well, that their pupils do not write a business hand; that they are not prepared to compute interest, exchange and stocks in accordance with the stereotyped methods; and that they are unable to use the formula familiar to every master mechanic. These allegations may be true and yet not form a very serious charge against the teaching of these institutions. There are two views taken of the proper functions of a public school. Some persons think that it should give children some direct and special preparation for the earning of a livelihood, and what they expect that direct and special preparation to be will depend on their own individual tastes. The merchant or banker will expect office accomplishments; while the artisan or manufacturer looks doubtfully upon an education which leaves a boy ignorant of the use of the sliding rules or unable to gauge a cask. Those who take the opposite view would have the teacher devote all his energies to the symmetrical and healthful development of the body, the elevation of the moral faculties, and the strengthening of the powers of thought. A pupil who has received a broad and generous education, whose general intelligence has been cultivated, who has clear thoughts and active mental powers, will choose his life occupation more wisely, and master its details more quickly, than a pupil whose training has been more special and narrow. All educationists are of one opinion on this point. It is therefore plainly the teacher's first and most important duty to train the mind, enduing it with a general aptitude for the public and private duties of life. In choosing material for this mental drill, he should utilize such practical knowledge or manual occupations as will bring his pupils most directly into contact with the actual facts of life, and leave him in sympathy with honest labor. The course of study which the school law requires to be carried out in the academy and common schools makes ample provision for instruction in moral duties; for the fullest training of the powers of observation; for a knowledge of facts, historical and scientific; and for the development of the powers of reasoning and generalization. Such an education will enable our youth to fill creditably their places in life, without much risk of injury from the narrowing tendencies of any profession, trade or occupation. The inordinate desire of parents to hurry their children through the common schools into the academy, and from the academy into the workshop or office, has affected both the schools and the children most injuriously. Just as their reasoning



powers are beginning to develop, just as they are about to realize the meaning of their laborious tasks, to draw conclusions from the facts which they have stored up in their minds, and to reap the reward of years of patient study, they are suddenly transferred to other scenes of action, which almost wholly obliterate the half-formed and yet indefinite opinions and judgments, which, if matured, would have secured them for the rest of their lives some mental stamina. We frequently look with pride upon the pupils of our best schools, when we examine them and find that they are not excelled in the most advanced cities of the Dominion. But it is most discouraging to turn to the academy and find the first year classes overcrowded with pupils of tender years, who should still be in the common schools accumulating those stores of facts upon which the generalization of high school studies must rest, while the third year class is only represented by about 35 pupils. In other cities a higher estimate is placed upon the value of a good fundamental education. In Pictou academy, for example, the pupils, on an average, are two years and six months older than in our academy. Those who are willing to wait for results and to make the necessary sacrifices are those who will ultimately have the satisfaction of taking the best positions. There were, during the last year, 196 candidates for admission into the academy. The following table shows the number applying from each school and the number of those who were successful:—

	APPLIED.	PASSED.
Compton Avenue school .....	10	4
Albro Street school.....	35	26
Brunswick Street school.....	34	11
Morris Street school .....	50	26
Dutch Village .....	1	1
Dartmouth school .....	51	20
Halifax County (excluding Dartmouth) ..	10	6
Other Counties .....	2	1
Private schools.....	3	0

The examination papers are prepared in the Education office, under the authority of the Council of Public Instruction, and the value of the candidates' answers estimated by the teachers of the academy. The highest percentage in the fall examination was made by Miss Laura E. Howell, of Brunswick street school. Among the young ladies there were several candidates for teachers' licenses. Of these, three succeeded in obtaining grade B and four grade C, while a few received only grade D. Of the boys, three were successful in their college matriculation, and one failed.

*St. Patrick's High School.*—The attempt to raise the second boys' department of St. Patrick's High School into academic work has been so far a failure, owing to the fact that so many pupils leave at an early age. In Mr. O'Hearn's department there has, however, been a good class of high school students. It would have been to their advantage to have had such a sub-division of labor as was contemplated. The inconvenience in this instance, however, is much less

than might have been expected. Mr. O'Hearn has made the most of his educational advantages. Not confining his studies to any one department, he is quite proficient in all the subjects of the course. Having also, in an eminent degree, the faculty of creating in the boys a desire for study, he is enabled to do double work in the school-room. The young ladies, perhaps not finding employment as easily as their brothers, remain longer in school, and become more advanced in their studies. They formed a class in the third year of the academic course. This rendered it desirable to provide a third teacher, which was done without any expense to the board. The pupils of this high school are therefore taught by three ladies, each having her own special work, so that the classification is very good. Of those who applied for teacher's licenses, 5 obtained grade C, and 7 Grade D. A very creditable monthly periodical, edited by the girls, has been circulated among the friends of the school during the last term. It is called *The Northern Echo*, and has done something to improve the young ladies in composition. This advance has been rendered possible through the generosity of ex-commissioner Walsh, who has always taken a deep interest in the progress of education in the city.

*Common Schools.*—The teachers of the common schools have exhibited more than their ordinary assiduity during the last year. They have not only endeavored by every possible means to advance their pupils, but they have devoted much time and attention to the study of better methods of teaching, and to the acquisition of knowledge useful to be taught in their schools. Of course all are not equally gifted or advantageously circumstanced, so as to be able to produce superior results, but I believe all to be entitled to the credit of having done their best.

*Acadian School.*—The pupils of this school are advanced into the 7th grade of Brunswick Street or Morris Street Schools. Much improvement is seen in the general character of the second department.

*Albro Street School.*—One of the boys' departments in this school has been closed, and an additional department for girls added. The total number of pupils has decreased by 36, on account of the opening of Compton Avenue and Bloomfield schools to boys. The high standard of efficiency has been fully maintained.

*Beech Street School.*—This school has been reduced to two departments, both under new teachers. The proximity to the three new school-houses has reduced the attendance by 28.

*Brunswick Street School.*—Parents living in the neighborhood of Brunswick Street found it inconvenient to send very small children to Albro Street School. They were therefore admitted into the two primary departments of the nearer school.

*Compton Avenue School* may probably claim the distinction of carrying out the course of study in all its parts more carefully than

any of the other schools. This school was awarded the second prize for the best design for a school banner exhibited on Jubilee Day. The designer, Miss Power, one of the pupils, was awarded a special prize.

*Dutch Village School* has sent to Mt. St. Vincent one of its best pupils. It has also sent one to the academy.

*Maynard Street School* covers seven grades of the common school course. It has sent to Albion Street School one of its best pupils.

*Morris Street School*, while not losing ground in the ordinary branches, has made decided advances in teaching singing by theory, and in calisthenics. The primary department combines the best principles of the common school and of the kindergarten. How much they have in common can be seen here.

*Richmond School* has been reduced to three departments and to the first six grades of study. It is doing very well under a lady principal.

*St. Mary's School* is now well graded. Each teacher has the definite work of one grade. The primary departments are particularly good. This school received the third prize for banner designs on Jubilee Day. The registered attendance is 104 less than it was last year—a fact for which I cannot account.

*Summer Street School* carried off the first prize in the competition for the best school banner in connection with the celebration of the jubilee of Queen Victoria. Miss Mary Dwyer, of the first department, was successful in obtaining a grade B license.

*School Libraries.*—There has been for some time a growing sentiment among the teachers of many of the schools that their pupils required guidance in their choice of books for general reading to supplement their studies. In many instances, also, they needed books. Where an inclination for reading existed, it was found to be wasted on light sensational literature, which unfitted the readers for serious work. To supply these wants they have applied to their friends for books and funds, with much success. The pupils of the academy raised \$400, which has been expended very judiciously in the purchase of entertaining and instructive books of travel, history, biography, science and literature, including the better class of novels, and a copy of Encyclopædia Britannica, last edition. All books of doubtful morality, or of a denominational or controversial character have been rigidly excluded. Books intended for Sabbath schools have also been excluded, as they have their appropriate sphere in connection with the churches. The friends of Summer Street school have furnished it with a valuable book-case and a large collection of books. A very valuable collection of standard books has been donated by several friends to St. Patrick's Girls' High School. The donations include money as well. Before moving into its new building this school will

have a very respectable library. These libraries are to be utilized by the teachers in encouraging their pupils to investigate more fully subjects under discussion in the class-room; in creating of a taste for good literature; in utilizing the spare time of the pupils out of school hours; and in sending into their homes the healthful and energizing influences of good books. The board has very properly encouraged this worthy movement by providing for book-cases and for a careful inspection of the character of the books introduced. In this connection I have much pleasure in reporting the teachers' professional library in good condition. It includes now the best books in the various departments of teaching, school management, psychology, and the history of education, together with the leading educational periodicals. The teachers have availed themselves extensively of the library.

*Calisthenics.*—Parents and teachers are beginning to discover that "our work is not to train a soul by itself alone, or a body by itself alone, but to train a man;" and in man, soul and body are in the closest possible relationship. Several of our wideawake teachers have been doing something for their pupils' bodies as well as for their intellect and wills. They have instructed them in the laws of health, encouraged outdoor sports and games, and trained them in the simpler exercises of calisthenics. Others were following their example, and no doubt in the course of two or three years attention to this matter would become general in their schools. It might be well, however, to stimulate this movement, and to systematize the efforts of the teachers by the employment of a competent instructor, as was done when the board wished to introduce drawing into the schools. The signal failure of an attempt to have music taught by one man should make it clear that the only way to reach so many children is through the teachers. A light system of calisthenics and drill could, at a small expense, be imparted to every teacher. Many of them would thereby be rendered as much more effective in teaching as the pupils would be improved in studying.

*Singing.*—It is scarcely necessary for me to speak of the civilizing influence of music:—

"Naught so brutish, hard, and full of rage,  
But music for the time doth change its nature."

Music should be taught in every department to every pupil, not by rote merely, but by theory. Song singing is of some use, but it should not take the place of regular and systematic elementary drill. It has been frequently proved that even the youngest pupils can profit by such drill. Let the sceptical visit Miss Sullivan's department in Morris street school, and they will be convinced. Miss Waddell and Mr. Thompson of the same school have also been very successful in teaching the theory of music, in cultivating the children's voices, giving them some taste for this art, and enabling them to read music at sight. The majority of the teachers are sufficiently versed in the subject to teach its elements. In the case of those without musical ability, the principal of the school could arrange an exchange of reci-

tations with some other teacher. It is to be hoped that the report of next year will show more than 877 in the theory of music, the number reported for this year.

*Compulsory Attendance.*—If the city has the right to tax the citizens to protect them from the dangers of ignorance, then it becomes its duty to see that all classes are receiving that education which is necessary to make them good citizens. Any system of public education is, to a large extent, a failure, if it permits a considerable percentage of the youth of a country to grow up without the discipline, culture and knowledge requisite to make them safe and useful members of society. Our public school system, which has been in operation since 1864, has already done very much to soften the manners and improve the morals of our people. It still fails, however, to reach many who most need it. In almost any street in this city, one meets during school hours large numbers of children of school age, who, instead of getting ready to be self-supporting and helpful to the community, are evidently destined to be added to the criminal classes, whose punishment costs ten times as much as their education would have done. At your request I have given the matter some consideration, and have come to the following conclusions :—

1. There are probably about 600 children between 5 and 15 years of age who go to no school; of these about 400 are either considered too young to be confined in the school-room or they have other good reasons for their non-attendance at school. The remaining 200 are growing up in idle and mischievous habits, which will hereafter require restraint. Compulsory education would save the most of them.

2. Of those attending about 80 per cent. lose half their time from trivial causes, thus reducing the average attendance from 85 to less than 70 per cent.

3. The act at present on the statute books relating to compulsory education requires certain modifications and additions to make it operative in the City of Halifax. No children under the age of fourteen years should be employed to labor in any business, unless they have within the year received instruction in school or at home for the minimum time required by the law.

The police or other suitable persons should be appointed truant officers to compel the attendance of such as are found to be beyond parental control.

*Teachers' Meetings.*—These meetings were well sustained during the past year. Much attention was given to psychology during the first part of the winter term. Mineralogy was studied with much enthusiasm, and a good collection of minerals was received from the department of the geological survey at Ottawa, through Dr. Selwyn. Dr. Honeyman lectured before the teachers on his favorite subject, geology, for several weeks. An interesting lecture on botany was given by Dr. Lawson. One of the results of these studies was that at the summer

school of science at Wolfville, while the Province sent only 40 out of 2,000 teachers the city sent out 10 out of 100, or a fourth of the whole number.

*Medals.*—Although the system of giving prizes was very properly discontinued, yet it was thought that a few medals to be competed for in the academic departments would have a good effect without being attended by the injurious results experienced under the old plan. The chairman, Mr. Blackadar, offered a gold medal to the academy and another to St. Patrick's high school. This good example was followed by others, so that at the next summer holidays there will be several medals to be awarded.

*General Notes.*—Permit me, gentlemen, to close this report, by quoting a short extract from a paper read at the international congress of educators, by Hon. J. W. Dickinson. He says: "The public schools should aim to cultivate that general intelligence and that philosophic spirit which will bring the youths of the country to their particular pursuits in life with strong minds and good hearts. By doing this, with all that is implied in it, they will accomplish enough, for they will furnish an education which will prove the source of endless progress in all the affairs of human life. A liberal education has always been considered necessary to a respectable position in the professions, but unnecessary to success in the manual occupations of life. Young people intending to go into business, as it is called, frequently leave school before their courses of study are completed, believing that the abstractions of science and the refinements of literature have no appropriate place among the acquisitions of business men. The experiences of business men are leading them to choose the graduates of our high schools and colleges for important work, on account of the business capacity which a generous culture is adapted to produce. Secondary instruction, they find, is as necessary to guide the hands to successful physical, as it is to guide the faculties to successful mental labor. The artisan, as well as the artist, the business man as well as the professional, the private citizen as well as the law maker, must be lifted from above the mechanical operations of their work by a knowledge of causes, and by skill in the application of principles. If one passes successfully through all the grades of our public schools, he will be fitted to make, under the guidance of his own acquired knowledge and trained powers, all other acquisitions necessary to enable him to occupy, with credit to himself, his place in life. The schools are severely criticised. Almost every month there may be found in the public journals labored articles, written to show that the public schools are destroying the health of the young children who attend them—that they are crowding into the learner's mind an indigestible mass of useless knowledge, and that they stimulate the intellectual faculties to an unnatural activity, while the moral nature is left to grow wild in all its inherited tendencies to evil. The criticisms are not unfrequently passed by those who derive their facts by the activity of their imaginations rather than by a careful and extended observation of those things upon which they pass their judgments.

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The work of our schools, as conducted by our skilful and conscientious educators, has no tendency to destroy the physical health, or to demoralize the intellectual or moral nature. Such results, if produced at all, are caused by influences outside the school-room, and beyond the influence of the schools."

Respectfully submitted,

ALEXANDER MCKAY,  
*Supervisor.*

SCHOOL COMMISSIONER'S OFFICE,  
October 31st, 1887.





## APPENDIX D.

## SPECIAL INSTITUTIONS.

## INSTITUTION FOR THE DEAF AND DUMB.

*Extracts from Directors' Report.*

"The Directors of the Institution for the Deaf and Dumb would present their Twenty-Ninth Annual Report. The Principal, Treasurer, and Physician, give all the facts connected with the work of the past year so fully, that the Directors will require to do little more than direct attention to a few points that call for special consideration. The Institution is yearly growing in size and increasing in efficiency, and continues to hold that place in the confidence of the public which it secured at the very outset. The money at the disposal of the Directors for carrying on the work is so limited that they often find themselves unable to secure much desired improvements from lack of funds. Still, every year they are able to make some move forward, and they feel confident that it would be difficult to find an institution anywhere, that can offer its pupils greater advantages for the amount of money expended. The addition to the building, which was completed during the past year, and the improvements in the heating apparatus, have greatly added to the comfort of the pupils and of those entrusted with the care of the Institution. Indeed there are few more comfortable homes in the land. \* \* \* \*

It is scarcely necessary that the Directors should renew their expressions of confidence in Mr. Hutton, the Principal. He is now so well known in the community that all understand his worth. It is a matter of great comfort to the Directors, and should be a cause of profound gratitude on the part of all parents of Deafmutes, that the Institution is under such management. \* \* \* \*

A glance at the Treasurer's Report will show that the balance at the close of the year is on the wrong side. This is to be regretted. It is to be hoped that the friends of the Institution will note the fact, and by their liberality enable the Directors to pay up the balance, and in future meet their liabilities. The Directors would express their thanks to Dr. Cogswell and Dr. Dodge for service freely and kindly rendered, and to the many friends who, on different occasions aided them in the work of the past year."

*Extracts from Principal's Report.*

"Classified according to Provinces, the year's attendance stands thus:

Nova Scotia.....	48
New Brunswick.....	16
Prince Edward Island.....	8
Newfoundland.....	9
Total.....	78

Thirteen of the eighteen counties of our own Province have sent pupils, as follows:—

Colchester.....	7	Halifax.....	2
Hants.....	6	" City.....	4
Richmond.....	5	Cumberland.....	4
Shelburne.....	5	Yarmouth.....	2
Digby.....	4	Queens.....	1
Pictou.....	3	Lunenburg.....	1
Annapolis.....	3	Guysboro'.....	1

Within the last few years the attendance of Nova Scotia pupils has increased nearly fifty per cent., and there has also been an increase from Prince Edward Island and Newfoundland.

During the greater part of the year, (1886-7) the usual good health of the household prevailed, but a few weeks after the re-opening of the school in September, diphtheria made its appearance among the pupils,—the first case being that of a boy from Cape Breton, who was taken sick four days after his return from his holidays. \* \* \*

The epidemic lingered among us for three months, *twenty-eight* cases in all having occurred, most of them, providentially, of a mild type, yielding readily to treatment. We have reason for profound thankfulness that there has not been a single death, a remarkable fact considering the number attacked, and the many fatal results of the disease throughout the city and province during the same period. For this, I believe, we are indebted, under God, to the skill and unwearied assiduity of "the beloved physicians," Drs. Campbell and Chisholm, whose kindness and devotion to the patients are beyond praise, and lay the parents and friends of the pupils, as well as the management of the Institution, under deep and lasting obligation. We desire also to cherish devout recognition of the Divine goodness in thus bringing us safely through the most anxious and trying period we have ever known, and enabling us to close the year with the extraordinary record that *no deaths have occurred among our charge for the last ten years, and only five during the entire thirty years of the Institution's history.*

The education of the children has been somewhat interrupted by the visitation of diphtheria, but we have endeavored to do the best

we could in the circumstances, carrying on school work, both at Willow Park and in the institution, during the division of the household into two establishments. The teachers willingly co-operated in making and carrying out the necessary arrangements, and labored faithfully to make the most of the disadvantageous position in which they were placed.

Mr. W. J. Stewart, and Mr. B. S. Banks resigned at the close of the term in July,—the former to take a position in the Western Pennsylvania Institution, the latter to return to his former work as a common school teacher. Their places have been filled by the appointment of Mr. S. H. Lawrence, of Maitland, Hants, who holds a grade B license, and Mr. R. W. McDonald, a former pupil of the Institution. Mr. Lawrence, although new to this work, has taken hold with an intelligence and energy which promise well for the future, while Mr. McDonald naturally feels himself at home among old friends and associations, and is doing good service. Miss Bateman, who was absent for several months, owing to family affliction, has, we are thankful to say, been able once more to resume her work.

The extensive additions and alterations begun last year have now been completed (including the reconstruction of the heating apparatus, a new boiler, and the fitting up of the laundry), and add much to the convenience and comfort of the establishment. The outlay thus incurred (over \$2,600) is heavy, but will, I believe, prove a wise investment, obviating the necessity of further changes for years to come.

Before closing this report, I feel constrained again to call attention to a serious evil, which seems to show no sign of abatement. Deaf-mutes are constantly travelling over this Province, and the neighboring Provinces and States, ostensibly "collecting" for some plausible object or other, but really living by systematic begging. Some have been in this city, even within the last few weeks. Sometimes they profess to be collecting for the Halifax Institution, and hundreds of dollars have been received by them, not a cent of which ever finds its way to the treasury of the Institution. At other times they give themselves out as "agents" of some other Institution. In either case every dollar given to them is a direct premium upon vagrancy and fraud. It should be distinctly understood that the Halifax Institution has no such agents in the field, and never employs deafmute collectors to itinerate for contributions. The demoralizing effect of such a life on the mutes themselves should be sufficient reason for refusing them any encouragement. The system has morally ruined numbers of them already, and every true friend of the Deaf and Dumb should lend his aid to put a stop to it. As for the St. John School, it can have no claim upon Nova Scotians, who send none of their deafmutes there, and who have for years been contributing heavily to educate New Brunswick deafmutes in the Halifax Institution. The money given to these wandering mendicants is much needed at present at home, and would be better applied to the support of our own institutions."

## HALIFAX SCHOOL FOR THE BLIND.

### *Extracts from Directors' Report.*

"Another year in the life and history of this Institution has rolled around, a year of faithful work, a year of solid advance, and a year of increased usefulness. Reference to past reports show a gradual improvement in methods of teaching, increased uses of appliances, developments of intellectual capacity of our pupils, and a comparison of the work attempted and performed in 1887 with that of the year just closing, abundantly testifies to the fact that the education of the blind has kept abreast with that of the general school system of our provinces. The reports of our able and devoted Superintendent are usually so exhaustive that but little is left for the Board of Managers to do outside of the presentation of the Financial Statements. Still, there are subjects on which the Managers feel it of some importance to dwell, especially in connection with finance. Two years ago we expressed the confidence that our Provincial Legislature would increase the annual grant from \$120 to \$150 per capita, and hoped the Government of New Brunswick and Prince Edward Island would do likewise. Last year it was our pleasing privilege to report that the Government and Legislature of Nova Scotia had kindly responded to the appeal made by the Board, and had increased the public support to \$150 per pupil. New Brunswick has not lagged behind in the measure of support always accorded by her Government and Legislature to our Institution, and has also acceded to our request, which was brought directly to the notice of the provincial authorities by our Superintendent in person. We feel sure that Prince Edward Island will in due time respond to the appeal on behalf of the blind children of that Province, who are eligible for admission to the Halifax School, and that Newfoundland will also come into line with her sister Provinces in this most important undertaking.

Our workshops are conducted under the supervision of Mr. Baird as Instructor, with skill and economy. One of our workmen has served his apprenticeship and goes out into the world as a basket-maker to earn his own livelihood.

The general health of the pupils has been good. One death occurred during the year, that of Murdoch Morrison, who died of consumption. In connection with this special case, as well as the general medical attention bestowed on the pupils, the managers would gratefully acknowledge the invaluable services of Dr. Lindsay, who has placed the Board under obligations they cannot repay. Dr. S. Dodge, Ophthalmic Surgeon, has also been exceedingly attentive. In one case, that of John Dunn, he greatly improved the sight, performed two operations, and removed a cataract.

Some considerable attention and improvements have been effected in the main building and workshops. An Hospital room has been provided, also a separate dormitory for small boys. The cost of these alterations and improvements has come out of current receipts. Other needed improvements are contemplated, especially on the grounds, the only drawback being the want of funds to carry on the work, but we trust these will come in due time.

In the domestic department everything moves satisfactorily, the food supplied is good and wholesome. Mr. Blair, the Steward, and Mrs. Blair, Matron, give every attention to the wants of the pupils, who seem happy and contented.

In closing this report the Directors can only say in reference to our Superintendent, Mr. C. F. Fraser, that it is a privilege to be allowed to testify to his abundant labors and successful conduct of the work of the Institution, in which he is ably seconded by Miss Mackenzie."

*Extracts from Principal's Report.*

"Of the three departments into which the work of this school is divided, the literary department has always been recognized by me as one of the most important, and at the same time one in which it was very difficult to secure the results at which I aimed. It must be frankly admitted that during the ordinary course of a pupil in this institution it is impossible to cover all the branches included in the curriculum of the Grammar School and County Academy; and while I by no means undervalue many of these branches, I deem it but prudent that in a school where the study of music and the training in handicraft occupy such an important place, we should confine our efforts almost exclusively to those practical studies, a knowledge of which all men and women should find it advantageous to possess, and which do something more for the student than merely to increase the power of memorizing,—this faculty of the mind among those who are deprived of sight being as a rule abnormally developed. To those entrusted with the education of the blind, the one idea which must be kept clearly in the mind is, that of the cultivation of those powers in the pupil that will ensure future self-maintenance; and with this idea firmly grasped, no conscientious instructor can afford to waste time over studies which, properly speaking, belong to a collegiate course, and would be of little practical value to nineteen-twentieths of those who pass through this school. I do not wish to be understood as depreciating the advantages of higher education among the blind, but merely desire to direct attention to the necessity of our holding closely to a course that will best serve the after needs of our graduates. The young men and women trained here are to be prepared for lives of active work either as teachers of music, pianoforte tuners, or willow basket makers. In order that they should succeed, it is requisite that the sense of touch should be developed to its utmost capacities; that the mind should be trained so that its powers of observation and deduction may be brought into immediate play, and finally that the knowledge gained while here should be in such an available form as to be capable of easy reference."

The current income of the Institution is not sufficiently large to allow of much latitude in the way of expenditure upon permanent improvements, but, owing to the draughty condition of our workshop, it became imperative to take measures to put it in a thorough repair, and at the same time to tar-paper and ceil the walls so as to make it comfortable to work in during the winter months. As stated in a previous report, the willow used in making baskets has to be soaked in water, and hence it is necessary to keep the work-shop well heated, otherwise the workmen's hands become numb with the cold. The improvements spoken of were effected during the summer holidays, and will, without doubt, prove in every way satisfactory. Joseph Cook, the first person who has gone out from this Institution as a willow worker, left the school in June last and is now settled in Portland, N. B., his native city, in which he should find no difficulty in establishing himself as a basket-maker. Six young men are now being instructed in willow work by Mr. D. A. Baird, our trade instructor, who devotes about nine hours a day to their training.

During the summer vacation a party of twelve from the School made an extensive tour through Prince Edward Island, the eastern counties in New Brunswick, and the Counties of Cumberland and Pictou in Nova Scotia. Most of this ground had been covered some ten years since, but experience proves the advisability of occasionally taking such a tour as it enables us to make the school known to many who would otherwise be ignorant of its very existence. We visited in all twenty-six towns, giving in each a concert and a few brief illustrative exercises of our school work, while from a pecuniary standpoint the trip was not an unqualified success, yet the balance was on the right side, after having paid out in expenses upwards of \$800.

As full reference has been made in the report of the Board of Managers to the magnificent bequest of Sir William Young, as well as to the thoughtful liberality of other warm friends of the Institution, it will be unnecessary for me to make any more lengthy acknowledgments of our indebtedness, but in view of the many needs of the school, all of which require money if they are to be carried out, I think it well that the public should be made aware of the fact that even under the existing circumstances the annual average cost per pupil is about \$215, and that your Board have to meet the difference between a *pro rata* government grant per pupil of \$150, and that of the actual cost, with the interest upon endowments and voluntary donations."

## APPENDIX E.

### Circular of the Victoria School of Art and Design.

*Union Bank Building, Halifax.*

#### DIRECTORS.

*President*, The Superintendent of Education.

The Mayor.	Mrs. J. C. Mackintosh.	Mr. A. Sinfield.
Mr. James Dempster.	Mrs. Leonowens.	Dr. Slayter.
Mr. M. Dwyer.	Hon. Senator Power.	Mrs. Worrall.
Mrs. J. F. Kenny.	Miss Ella Ritchie.	Mr. F. S. West.

*Treasurer*, Mr. John M. Smith.

*Secretary*, Supervisor McKay.

*Head Master*, G. Harvey, A. R. C. A.

*Assistant Masters*, { J. T. Larkin, *Engineer*—Mechanical Drawing.  
Chas. H. Hopson, *Architect*—Architect's Drawing.

*Art Needle Work Teacher*, ———

*Assistant Teacher*, Miss L. Cornelius.

#### OBJECT OF THE SCHOOL.

The School is established to provide instruction in the Fine and Industrial Arts and in Art Needlework.

#### SUBJECTS TAUGHT.

I.—INDUSTRIAL DIVISION: Freehand Drawing, (a) from the flat, (b) on the blackboard, (c) from the round; 2, Linear Geometry; 3, Linear Perspective; 4, Mechanical Drawing; 5, Building Construction; 6, Object Drawing; 7, Modelling; 8, Designing, (a) Geometrical, (b) Applications of Natural Objects, (c) Application of Color; 9, Drawing and Shading from Casts; 10, Architectural Drawing; 11, Advanced Perspective; 12, Artistic Needlework.

II.—FINE ART DIVISION: 1, Freehand Drawing; 2, Object Drawing; 3, Modelling; 4, Monochrome Painting; 5, Still-Life Painting; 6, Decorative Design; 7, Painting from Life; 8, Time and Memory Painting; 9, Original Illustrative.

III.—LECTURES: 1, Perspective; 2, Artistic Anatomy; 3, Color and Composition; 4, Sculpture; 5, Design; 6, Historical.









THE

NEW

EDITION

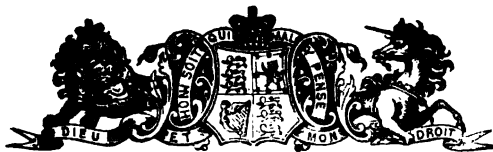


**ANNUAL REPORT**  
**OF THE**  
**SUPERINTENDENT OF EDUCATION**  
**ON THE**  
**PUBLIC SCHOOLS OF NOVA SCOTIA,**

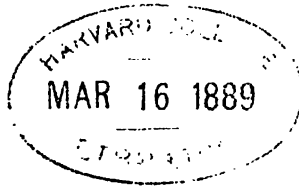
**For the Year ending 31st October.**

**1888.**

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**HALIFAX, N. S.:**  
**COMMISSIONER OF PUBLIC WORKS AND MINES.**  
**QUEEN'S PRINTER.**  
**1889.**



*The Superintendent.*

EDUCATION OFFICE,

HALIFAX, March, 1889.

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Administrator of the Government, my Report on the Public Schools of Nova Scotia, for the School year ended October 31. 1888.

I am, with respect,

Your obedient servant,

DAVID ALLISON,  
*Superintendent of Education.*

To the HON. W. S. FIELDING, M. P. P.,  
*Provincial Secretary.*





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PART I.

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GENERAL REPORT, 1888.

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# ANNUAL REPORT

ON THE

## PUBLIC SCHOOLS OF NOVA SCOTIA,

1887-8.

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TO HIS HONOR THE HONORABLE JAMES McDONALD,

*Administrator of the Government of Nova Scotia :*

MAY IT PLEASE YOUR HONOR,—

In pursuance of the duty assigned me by law, and for the due information of the Legislature, I herewith present my Report on the Public Schools of the Province for the year ended October 31st, 1888. The registration of pupils by terms has slightly fallen off, and there has been a perceptible diminution in the percentages measuring regularity of attendance, but a small increase is reported in the total registration of separate pupils for the year,—105,231 as compared with 105,137 in 1887. The reductions referred to, though slight in themselves, may at first sight cause misgivings, as pointing to a possible decrease of efficiency in some of our educational agencies, or what would be still worse, a loss of interest in education itself. The facts, however, admit of explanation involving neither the character of the work done in the schools nor the credit of those on whom the responsibility for their maintenance rests. It so happened that during both terms there was an altogether exceptional prevalence of weather unfavorable to attendance, especially to the *regular* attendance of small children in the rural districts. In the city of Halifax, most of the incorporated towns, and in many other centres of population, the attendance has been larger and generally more regular than in any previous year. There is every reason to believe that but for the operation of the special cause mentioned the same law would have held good throughout the Province. The returns as a whole indicate no diminution of interest in education. The aggregate sum voted by the people for its support exceeds that of any previous year. More

schools were in operation than ever before. The general contents of the supplementary reports in the appendices encourage the belief that the character of the instruction imparted in the Public Schools is gradually, if not rapidly, improving, that its spirit is becoming broader, its aims higher, and its results, industrial, social and moral, as well as strictly intellectual, of greater value to the country.

## STATISTICAL ABSTRACT.

### 1.—SCHOOL SECTIONS.

Total number in Province .....	1860
" " " 1887 .....	1844
Increase .....	16
No. of Sections without Schools ....	Winter. Summer. Year.
" " " " 1887 .....	265 152 61
" " " " 1887 .....	260 170 73
Increase, .....	5 Decrease, 19 Decrease, 12

### 2.—NO. OF SCHOOLS, PUPILS, TEACHERS, &C.

Total No. Schools in Operation .....	Winter. Summer.
" " " 1887 .....	2045* 2166*
Increase .....	3 Increase, 43
Total No. Registered Pupils .....	82486 86582
" " " 1887 .....	84217 86731
Decrease .....	1731 Decrease, 149
Total No. of Different Pupils During Year .....	105231
" " " " 1887 .....	105137
Increase .....	94
Total No. of Teachers and Licensed Assistants employed .....	2085 2222
" " " 1887 .....	2108 2179
Decrease .....	23 Increase 43

\* These figures are correct and not the corresponding totals in Table I. Through an inadvertence not noticed until after the table had gone to press, the number of separate school buildings (19) in Halifax City was given instead of the number of departments (*i. e.*, schools according to our educational nomenclature) in operation. Instead of 19 for each term, the numbers should have been, for the Winter term, 107, and for the Summer term, 111. The rectified totals are as stated above.

## 3.—PROPORTION OF POPULATION AT SCHOOL, &amp;c.

	Winter.	Summer.
Proportion of Population at School.....	1 in 5.3	1 in 5.
" " " 1887.....	1 in 5.2	1 in 5.
Decrease.....	1 in 254	
" " " during year.....		1 in 4.1
" " " 1887.....		1 in 4.1
No. of Pupils daily present on an average for time in session.....	47520.8	49893.7
" " " 1887	48770.8	51338.4
Decrease .....	1220.	Decrease 1444.7
No. of Pupils daily present on full term average.....	45663.4	47985.7
" " " 1887	47229.4	49285.6
Decrease .....	1566.	Decrease 1299.9
Percentage of Pupils daily present on aver- age for time Schools were in session	57.6	57.6
" " " 1887	57.9	59.2
Decrease .....	.3	Decrease 1.6
Percentage of Pupils daily present on an average for full term.....	55.3	55.4
" " " 1887	56.7	56.8
Decrease .....	1.4	Decrease 1.4
Grand total days' attendance.....	5255785	4892131
" " " .....1887	5446651	5267863
Decrease.....	190866	Decrease 375732

## 4.—CLASSIFICATION OF TEACHERS.

Academic Class (Grade A).....	38	41
" " " .....1887	39	39
Decrease .....	1	Increase 2
First Class (Grade B) Male Teachers .....	185	163
" " " ...1887	212	177
Decrease .....	27	Decrease 14

	Winter Term.	Summer Term.
First Class (Grade B) Female Teachers .....	131	140
" " " 1887	135	140
Decrease .....	4	....
Second Class (Grade C) Male Teachers .....	222	204
" " " 1887	222	191
....	Increase	13
Second Class (Grade C) Female Teachers ...	795	881
" " " 1887	734	811
Increase .....	61	Increase 70
Third Class (Grade D) Male Teachers .....	161	151
" " " 1887	170	151
Decrease .....	9	...
Third Class (Grade D) Female Teachers ....	533	621
" " " 1887	569	649
Decrease .....	36	Decrease 28
Total No. Male Teachers .....	603	556
" " " 1887	640	554
Decrease .....	37	Increase 2
Total No. Female Teachers .....	1146	1645
" " " 1887	1441	1604
Increase .....	21	Increase 41

## 5.—PERIOD OF SERVICE OF TEACHERS.

No. of Teachers engaged in same section ....	1061	1344
" " " 1887	1095	1323
Decrease .....	34	Increase 21
No. of Teachers removed to another Section ..	696	672
" " " 1887	702	639
Decrease .....	6	Increase 33
No. of new Teachers .....	308	185
" " " 1887	279	196
Increase .....	29	Decrease 11



## 6.—SUMMARY OF GOVERNMENT EXPENDITURE IN PUBLIC SCHOOLS.

	Winter Term.	Summer Term.
Common Schools .....	\$82004 81	\$85500 00
" " 1887.....	85130 27	86937 01
Decrease...	3125 46	Decrease 1437 01
County Academies .....		\$13806 67
" " 1887 .....		12694 33
Increase .....		613 34
Government Expenditure assignable to Counties .....		\$180811 48
" " " " ...1887		184760 61
Decrease .....		3949 13
Inspection of Schools .....		\$12000 00
" " 1887 .....		12000 00
Examination of Teachers .....		\$ 786 95
" " 1887 .....		1008 60
Decrease .....		221 65
Travelling Expenses Normal School Pupils .....		\$ 946 60
" " " " .....		1258 40
Decrease .....		311 80
Salaries .....		\$3000 00
" 1887 .....		3000 00
Travelling Expenses Superintendent .....		\$400 00
" " " 1887 .....		400 00
Office Expenses .....		\$1082 59
" " 1887 .....		1136 58
Decrease .....		53 99
Government Expenditure not assignable to Counties....		\$18216 14
" " " " 1887		18803 58
Decrease ..		587 44

Total Government Expenditure in aid of Public Schools.	\$199027 62
" " " " " 1887	203564 19
Decrease .....	4536 57
Institution for the Deaf and Dumb and Halifax School for the Blind .....	\$3885 00
" " " " 1887	3922 50
Decrease .....	37 50
Normal and Model Schools .....	\$6608 70
" " " 1887 .....	6844 08
Decrease .....	235 58
School of Agriculture .....	\$1674 97
" " 1887 .....	1754 51
Decrease .....	79 54
Total Government Expenditure for Education .....	\$211196 29
" " " " 1887 .....	216085 28
Decrease .....	4888 99

## 7.—TOTAL EXPENDITURE FOR PUBLIC EDUCATION.

Gov't. Expend. for Public Schools .....	\$199027 62
" " Inst. for Deaf and Dumb and Halifax School for the Blind	3885 00
" " Normal and Model Schools ..	6608 70
" " School of Agriculture .....	1674 97
	<u>\$211196 29</u>
Local Expenditure—County Fund .....	118485 38
Assessment on Sections for support of Schools	300366 00
" " Buildings and Repairs	45948 00
	<u>464799 38</u>
Total Expenditure for Public Education .....	675995 67
" " " 1887 .....	672348 21
Increase.	<u>\$3647 46</u>

## STATISTICS OF THE SCHOOLS.

These are found in detail in Tables I.—VI., and a comparative summary of the more important is presented in the foregoing Abstract.

*Sections without Schools.*—Out of the one thousand eight hundred and sixty sections, or territorial units, into which the Province is divided for school purposes, only *sixty one* have been without schools in operation during the entire year. This is not an unsatisfactory showing, the sections in question being very sparsely peopled, with an aggregate school-going population probably not exceeding a thousand. Ten years ago the corresponding class of sections numbered nearly two hundred, and in some cases included comparatively populous and wealthy tracts of country. In the year 1879-80 the county of Lunenburg was reported with twenty-five sections in which no school had been in operation in either term. During the past year every section in that fine county had its school, and in almost all cases for the entire year. Some other counties exhibit almost equally noteworthy reductions. In comparison with the returns of the preceding year, while an increase of 5 is reported in the number of sections without schools during the winter term, there is a gratifying decrease in the corresponding column for the summer term of 19. The reduction for the year as a whole is 12. The following is a comparative statement for the recent term of years: *Sections without Schools during the year*:—1879-80, 176; 1880-1, 128; 1881-2, 133; 1882-3, 107; 1883-4, 115; 1884-5, 95; 1885-6, 95; 1886-7, 73; 1887-8, 61. The 61 sections without schools in operation during any part of the year 1887-8 are thus distributed among the various counties:—

Annapolis .....	6
Antigonish .....	1
Cape Breton .....	8
Colchester .....	1
Cumberland .....	5
Digby .....	4
Guysboro .....	3
Halifax .....	5
Hants .....	1
Inverness .....	6
Kings .....	3
Lunenburg .....	0
Pictou .....	5
Queens .....	1
Richmond .....	2
Shelburne .....	3
Victoria .....	5
Yarmouth .....	2

*Number of Schools and of Teachers.*—In comparison with the corresponding terms of the preceding year, the Winter terms shows in schools an increase of 3, and in teachers employed a decrease of 23.

The Summer term shows an increase of 43 in both items. It is evident from an analysis of the returns under this head that changes of teachers *within the terms* have been fewer than usual. In respect of both schools and teachers, the numbers for the Summer term are the largest yet recorded in the history of our school system.

*Attendance.*—The following is a statement of the registered attendance of pupils from 1866 to 1887, inclusive:

YEARS.	No. of Pupils registered in Winter.	No. of Pupils registered in Summer.	No. different Pupils registered during the year.
1866.....	45131	56017	71059
1867.....	61818	70075	83048
1868.....	65983	72141	88707
1869.....	72756	75523	93732
1870.....	74321	76237	94496
1871.....	74759	77235	92858
1872.....	70780	76496	91637
1873.....	70320	78266	93759
1874.....	72645	79910	93510
1875.....	76349	81878	94029
1876.....	77593	82034	94162
1877.....	80788	83941	100710
1878.....	81523	84169	101538
1879.....	81640	84356	99094
1880.....	73978	78808	95700
1881.....	77468	80189	98148
1882.....	76888	81196	95912
1883.....	79091	81863	98307
1884.....	80041	84266	101069
1885.....	81472	86578	103288
1886.....	84570	86858	105410
1887.....	84217	86731	105137
1888.....	82486	86582	105231

The following is a statement of the registration of the past two years by counties:—

	1887.	1888.
Annapolis.....	4869	4800
Antigonish.....	4196	4110
Cape Breton.....	7468	7591
Colchester.....	6662	6589
Cumberland.....	7488	7624
Digby.....	4967	4896
Guysboro.....	3911	4089
Halifax Co.....	6903	6870
"    City.....	6712	7100
Hants.....	5934	5913
Inverness.....	6577	6489
Kings.....	6093	5784
Lunenburg.....	7444	7979

Pictou.....	8133	7875
Queens .....	2546	2531
Richmond.....	2982	3021
Shelburne.....	3797	3842
Victoria .....	2980	3054
Yarmouth .....	5485	5074

The proportion of the population enrolled in the Public Schools during the winter term, according to the census of 1881, was 1 in 5.3, a decrease of 1 in 254 of the entire population; during the summer term, 1 in 5—proportion practically unchanged; and during *some part of the year* 1 in 4.4—proportion also unchanged.

The Provincial average of attendance 1 in 4.1 was exceeded in the following counties:—Cumberland and Lunenburg, 1 in 3.5; Shelburne 1 in 3.8; Hants and Inverness, 1 in 3.9; Colchester, Digby, Kings and Victoria, 1 in 4; Cape Breton, Queens and Yarmouth coincide with the general average, 1 in 4.1; while the following fall below:—Annapolis, 1 in 4.2; Antigonish and Guysboro, 1 in 4.3; Pictou, 1 in 4.5; Halifax County, 1 in 4.6; Halifax City and Richmond, 1 in 5.

*Regularity of Attendance.*—The following table shows the percentage of registered pupils daily present on an average during the period the several schools were open for the respective terms of the past seven years:—

	Winter.	Summer.
1882.....	55.2	55.4
1883.....	56.9	56.5
1884.....	57.8	57.2
1885 .....	57.6	58
1886.....	59.7	59.5
1887.....	57.9	59.2
1888.....	57.6	57.6

When reduced to the basis of the full number of teaching days in the respective terms the percentages stand as follows:—

	Winter Term.	Summer Term.
1882 .....	52	51.7
1883 .....	53.7	52.7
1884 .....	54.8	53.6
1885 .....	54.7	54.8
1886 .....	57.1	57.1
1887 .....	56.7	56.8
1888 .....	55.3	55.4

These percentages measure both the regularity of attendance and that of the time during which the Schools were in operation.

The regularity of attendance and, though probably to a lesser extent, the registration, of both terms, was reduced by the prevalence

of unfavorable weather. The winter term had an unusual number of severely cold, and the summer term of very rainy, days.

### PERIOD OF SERVICE, SEX, AND SALARIES OF TEACHERS.

During the winter term 1061 teachers continued to teach in the same sections in which they taught the preceding term; 696 removed to other sections, while 308 engaged in teaching for the first time. During the summer term, the corresponding figures were 1344 and 185.

Of the 201 male teachers of the academic and first classes (grades A and B) in charge of schools during the summer term, 99 have been in service for upwards of *seven* years; 19 for upwards of *five* years and 37 for upwards of *three* years. Altogether, of the 201 teachers of the higher grades (A and B) 155 have been in service for upwards of *three* years.

Of the 1024 female teachers of the first and second classes (grades B and C) employed during the summer term, 242 have been in service for upwards of *seven* years; 119 for upwards of *five* years, and 180 for upwards of *three* years. Altogether, of the 1024 teachers of the lower grades, 547 have been in service for more than *three* years.

In regard to sex, the teachers in the Public Schools (an average of between the two terms being taken) are classed as follows:—Male 1579; Female 1553. As compared with the preceding year the number of male teachers has decreased by 18 and that of female teachers increased by 20.

The average salary throughout the Province for male teachers of the first class was \$437.74 as compared with \$438.01 in 1887. For teachers the highest averages were paid in—Halifax City, \$78.86; Yarmouth, \$592.86; Pictou, \$501.63. In the following other counties the average of salaries was above the Provincial average:—Annapolis, \$470.28; Hants, \$460.19; Halifax County, \$458.86; Queens, \$456.86; Kings, \$446.19.

The general average for female teachers of the first class was \$298.11 as compared with \$304.69 in 1887. The three highest averages were:—Halifax City, \$458.86; Victoria, \$356.86; Annapolis, \$333.53.

The Provincial average was exceeded in:—Halifax County \$326.86; Shelburne, \$326.86; Yarmouth, \$315.86; Digby, \$315.43; Kings, \$314.63; Cape Breton, \$308.29; Queens, \$306.86; Colchester, \$298.86.

The general average for male teachers of the second class was \$253.93 as compared with \$273.57 in 1887. The three highest averages were:—Halifax County, \$326.64; Hants, \$322.75; Yarmouth, \$305.14. The general average for female teachers of the second class was \$228.48, as compared with \$230.56 in 1877. The three highest averages were, Halifax City, \$371.64; Halifax County, \$279.64; Yarmouth, \$265.16.

The general average for male teachers of the third class was \$190.21, as compared with \$182.87 in 1887. The three highest averages were:—Digby, \$248.44; Yarmouth, \$246.44; Cumberland, \$242.44. The general average for female teachers of the third class was \$161.17 as compared with \$162.32 in 1887. The three highest averages were:—Halifax City, \$283.44; Yarmouth, 169.08; Guysboro, \$164.44.

In most of the grades there have been slight reductions in the average rate of salary. As the excess of supply over demand has continued to increase, this fact ought not to excite surprise. It is becoming clear to every one who chooses to think on the subject that the most effective way to improve the remuneration of teachers lies in surrounding their work with the preemptions and safeguards that are the prerogatives of skilled labor. An elevation of the standards of admission in the direction of a specific professional training would benefit no one interest so much as the teaching body itself. Until a closer equation of supply and demand is brought about, recommendations on the subject of salaries, whether given to employers or employed, can produce but little effect.

## EXAMINATION FOR TEACHERS' LICENSES.

Table X contains the detailed statistics of the last annual examination for teachers' licenses. The following is a summary:—

Total number of candidates examined in 1888, 1291; in 1887, 1424; decrease, 133; number examined for Academic License (Grade A), 1888, 12; 1887, 11; increase, 1. Licenses issued 1888, 10; 1887, 4, increase 6.

Number examined for First-Class License (Grade B), 1888, 142; 1887, 180; decrease 38. Licenses issued, 1888, 77; 1887, 55; increase, 22. Subdivided in relation to sex of candidates, these items stand: Total No. of male candidates, 1888, 86; 1887, 101, decrease, 15. No. of licenses issued to male candidates, 1888, 48; 1887, 34; increase, 14. Total number of female candidates, 1888, 56; 1887, 79; decrease, 23. No. of licenses issued to female candidates, 1888, 29; 1887, 21; increase, 8.

Total number examined for Second-Class (Grade C) Licenses, 1888, 688; 1887, 781; decrease, 93. Number of licenses issued, 1888, 1887, 273; decrease, 42. Subdivided in relation to sex, these items appear: Number of male candidates, 1888, 175; 1887, 206; decrease, 31. Number of licenses issued to male candidates, 1888, 61; 1887, 82; decrease, 21. Number of female candidates, 1888, 513; 1887, 575; decrease, 62. Number of licenses issued to female candidates, 1888, 170; 1887, 191; decrease, 21.

Total number of candidates for Third-Class (Grade D) Licenses, 1888, 449; 1887, 452; decrease, 3. Number of licenses issued, 1888, 150; 1887, 102; increase, 48. Subdivided in relation to sex of candidates, these items appear: Number of male candidates, 1888, 100; 1887, 95; increase, 5. Number of licenses issued to male candidates, 1888, 31; 1887, 26; increase, 5. Number of female candidates, 1888, 349; 1887, 357; decrease, 8. Number of licenses issued to female candidates, 1888, 119; 1887, 76; increase, 43.

Of the whole number of applicants for license, 468 received the class applied for, in comparison with 433 in 1887, an increase of 35. Of 715 received licenses of some grade in comparison with 783 in 1887, a decrease of 68; while 576 failed to obtain licenses of any kind in comparison with 641 in 1887, a decrease of 65. Of the candidates who obtained license, 85 simply maintained the class previously held, a decrease of 73 in comparison with the previous year's record; while 4 sank to a lower class. The number of candidates holding licenses prior to the examination and succeeding in obtaining an advance class was 171 as compared with 186 in 1887. The number obtained for the first time licenses of some class was 455, an increase of 18 from the preceding year.

The examinations are uniform for each class of license respectively, and are conducted by printed questions and written answers. The written papers are valued (in parts of 100) by the Provincial Examiners, who have no means of knowing either the personality or residence of the candidate. Licenses valid throughout the Province are issued under the seal of the Council of Public Instruction to successful candidates. For the due protection of the interests of the Province and of candidates, awards are in all cases made in strict accordance with the published Standards of Examination. Every possible pains are taken that the questions of a given year, while avoiding repetition, shall not differ too sharply in point of difficulty from those of the preceding examination, proper allowance of course being made for the general progress of education in the country. The following table showing the *percentages* of successful applicants in each of the three lower classes during the past eight years, will be of interest. It may be observed that, as a rule, whenever the number of applicants for any grade has been exceptionally large, the percentage for that year shews a more or less marked decline.



	FIRST CLASS, Grade B.		SECOND CLASS, Grade C.		THIRD CLASS, Grade D.	
Percentage of applicants who received the License applied for.						
	Male.	Female.	Male.	Female.	Male.	Female.
1881 .....	41	57	44	45	41	39
1882 .....	49	45	38	36	25	40
1883 .....	45	59	36	35	29	45
1884 .....	49	53	32	41	36	50
1885 .....	43	58	43	41	34	35
1886 .....	45	41	40	40	30	23
1887 .....	33	26	40	33	27	21
1888 .....	55	51	34	33	31	34

In my last Report I suggested the desirability of importing into our standards of license more distinctively professional features than they now contain, and in the same connection submitted in outline a scheme for the reconstruction of our examination system, which has remained practically unchanged for upwards of twenty years. The general purpose and plan of this reconstruction have met with a very considerable degree of approval. Still, as the changes proposed are important and somewhat far-reaching in their consequences, I am not so anxious to press them forward for immediate adoption, as to prepare the way for their successful introduction when matters of have been carefully worked out, and a still stronger public opinion credited in their favor.

Scholarship, though of prime importance, is not in itself a sufficient preparation for the highly complex work of training youth. Our existing tests should be taken to prove, not that a successful candidate is qualified to assume charge of a school, but simply that he has intellectual acquirements and culture qualifying him for entrance on a special course of preparation for that duty. Scholarship, in short, is but one of a number of essential qualifications. A too common experience proves that even a high degree of it may co-exist with fatal incapacity to realize in practice the most commonplace ideal of a successful school.

I respectfully re-submit for consideration the substance of the recommendations contained in my last Report:

1. The awards of the Annual Provincial Examination shall be simply certificates, according to class, of sufficient general scholarship, but shall in themselves confer no authority to teach.

2. This authority must be acquired by adding to a general scholarship certificate, graduation at our own or other approved normal school, or a diploma certifying due professional competency, obtained at a properly searching and comprehensive examination in the theory and practice of teaching.

I am convinced that every sphere of educational activity would be benefited by the differentiation thus proposed. The various classes of schools, Normal, Academic, and Common, freed from hurtful competition, would each have its proper work to do in training teachers for our youth. A powerful check would be given to the excessive and injurious influx into the teaching body of half-grown boys and girls, many of whom now enter, with ignorant indifference, a profession for whose duties they have made no proper preparation. As to the beneficial bearing of the proposed changes on the dignity, permanency, and emoluments of the teacher's own position, there can be no doubt whatever.

It is natural that inquiry should be directed to the ability of the Normal School to meet the increased burdens likely to be thrown upon it by the proposed re-adjustments. Considering this question, we should bear in mind that in any given year, the number of persons seeking professional preparation would fall very much short of the number who at its commencement had obtained non-professional certificates, which no doubt would be sought by many as valuable testimonials of scholarship, without any intention of putting them to an ulterior use. While it would not be in the interests of education that very extensive advantage should be taken of the alternate professional examination, that provision would meet the convenience of some, especially of teachers applying for advance of grade, and would so far lessen the strain on the Normal School facilities. Furthermore, I am of opinion that some separate or special arrangement should be made for the professional training of teachers of the third class as long as the retention of that class may be deemed necessary in Ontario, where first and second class diplomas can only be obtained by classification at one of the two Provincial Normal Schools. The training of third class teachers is effected by an arrangement with the managers of High Schools, one or more of which in each county are organized for professional purposes for an annual term of ten or twelve weeks as "County Model Schools." Classification at one of the County Model Schools is the necessary condition of obtaining third class licenses. Though there are some difficulties in the way, I am of opinion that a similar use of our County Academies, or a combination of a number of them, would not be found impracticable. And on the whole subject, I conclude, that the Normal School, relieved of the large amount of ordinary class instruction now forced upon it, would meet all the demands likely to accrue under the suggested re-arrangement, and at the same time operate more directly and much more powerfully for the general advantage of education.

## STUDIES OF PUPILS.

Table VI. contains a statement of the number of pupils receiving instruction in the various branches, according to the provisions of the Courses of Study for Common Schools and for High Schools respectively. The following summary is given to promote convenience, but the details as furnished in the table will repay investigation.

## COMMON SCHOOL COURSE.—(Eight Grades.)

	Winter Term.	Summer Term.
Total Registration.....	82,486	86,582
Oral Lessons on Health.....	38,555	44,425
" " Temperance .....	29,515	33,330
" " Moral and Patriotic Duties	35,298	41,311
" " Nature, (familiar objects, phenomena and laws) ..	46,340	56,091
Singing, (theory) .....	3,551	3,789
" (by rote) .....	29,249	34,326
Reading, Grades I.-VIII.....	78,696	82,373
Spelling, " II.-VIII.....	68,223	66,135
Language, " I.-VI.....	42,832	54,885
Grammar, " VII. and VIII...	17,017	14,408
Composition, " " " ..	11,092	9,477
Geography, " III.-VIII.....	47,177	43,941
History, " V.-VIII.....	26,815	24,456
Arithmetic, " I.-VIII.....	74,799	77,183
Algebra, Grade VIII.....	4,626	4,358
Geometry, " " .....	3,043	2,875
Writing, Grades I.-VIII.....	72,087	74,531
Drawing, " " .....	35,137	38,229
Book-keeping, Grade VIII.....	4,269	2,456
Latin, " " .....	195	180

## HIGH SCHOOL COURSE.—(3 Years.)

(Attendance at the County Academies is included.)

	Winter Term.	Summer Term.
English Language .....	1,952	1,958
English Literature .....	390	395
Geography .....	2,342	2,245
History .....	2,497	2,339
Arithmetic .....	2,347	2,260
Geometry .....	2,329	2,190
Algebra.....	2,368	2,195
Practical Mathematics.....	258	214
Drawing .....	753	818

	Winter Term.	Summer Term.
Book-keeping.....	1,643	1,359
Physics .....	889	579
Botany .....	334	1,274
Chemistry, (Inorganic) .....	587	353
Chemistry, (Agricultural).....	67	198
Physiology .....	289	272
Geology.....	62	53
Latin.....	942	876
Greek .....	169	153
French .....	658	699

Though statistical tables give but a quantitative measurement of educational work, without reference to its quality and value, the information they furnish is far from unimportant. It is manifestly a matter of public interest to know not only what our schools profess to teach, but what the children who attend them are actually engaged in learning.

From an analysis of the contents of Table VI. it can be gathered that more than nineteen twentieths of the pupils in our Public Schools are included within the eight grades of the Common School Course; that the number in Grades I.-IV. is nearly double that in Grade V.-VIII.; and that the first or primary grade alone contains nearly as many pupils as the three highest grades together. As in all Public School systems there is a marked falling off in attendance as we advance towards the higher grades, there is nothing specially alarming in these proportions, though the importance of checking by all proper means the tendency to premature withdrawals from school is certainly suggested. From another point of view, they emphatically vindicate the increased attention which has been paid in recent years to improvement in the methods and appliances of primary instruction.

The returns included in Table VI. indicate that the regulative influence of the prescribed Course of Study upon the methods, order, and subjects of instruction in the Public Schools, is year by year increasing. Certain studies are of a fundamental character; they constitute the true substance of all education. On the intellectual side, the utility of a common school is primarily to be measured by the efficiency with which these branches, sometimes called "instrumental," as furnishing the key to all advanced or special knowledge, are taught. From this point of view it is gratifying to learn on the testimony of our most observant and experienced educators, that these rudimentary subjects were never so well taught in so many schools as since other useful, though in a strictly educational sense, less essential branches, have been incorporated in the working scheme of studies.

The influence of the Course of Study to which I have referred, is particularly noticeable in the considerable increases reported from year to year in the number of pupils receiving instruction outside of

the purely instrumentary branches. A beginning, at least, has been made in teaching in an informal way the elements of science to the pupils of the ordinary grades. Natural science is now occupying a more and more important place in education, and the day predicted by a great writer, "when ignorance of its primary facts and laws will be regarded as a defect second only to ignorance of the primary laws of religion and morality," is probably not far off. If science then means a knowledge of nature, and if it is worth studying at all, it would be difficult to show good reason for excluding it from any scheme of elementary education. Definite instruction in a particular science, with its generalizations and use of technical terms, should not be demanded until the pupil's powers have been gradually unfolded and the way has been led up to it by a course of preliminary training carefully adapted to the end in view. This preliminary training, in the shape of simple object lessons, should begin with the opening of school life; and nothing seems better established than that in this informal untechnical way, the observing and inductive faculties may be beneficially trained, and a good and varied knowledge of important principles and phenomena acquired. In our own case the complete realization of such a system of instruction must be the work of time. Until recently, the training of most of our teachers was exclusively literary, their licenses having been obtained without the mastery of the simplest elements of a single science. This fact itself interposed a serious obstacle to the introduction of scientific teaching. Then many teachers, perhaps not unnaturally, failed to understand precisely what was expected, and augmented real difficulties by inventing imaginary ones. Still it is felt that in view of all the circumstances of the case, a satisfactory beginning has been made. With true professional spirit many teachers have made it a matter of pride and honor to obtain, by special effort, the necessary qualifications. The curriculum of the Normal School and the Syllabus of Examination have been modified to promote this part of our school work, while outside of our regularly established educational agencies it is proper that I should acknowledge the special stimulus and aid which the movement has received from the Summer School of Science, elsewhere noted in this Report, and from the Educational Review, a periodical of a very high order, devoted to the interests of our Maritime schools, and marked by the prominence given to science and to experimental methods of teaching its principles.

It will also be noticed that, on the surface of the returns at least, drawing, as a part of the regular school work, has attained to very considerable proportions. Nor indeed can there be any question that after all due abatement has been made for what is superficial and comparatively valueless, much useful training has been given to hand and eye and the general faculty of taste. It is as a means of accomplishing this important training, and as thus an instrument of general culture, that this important branch vindicates the prominent place accorded it in modern systems of education, and not because it is in particular cases the beginning of a systematic course of technical instruction. It operates for general educational ends as broadly as some of the purely abstract and disciplinary studies, and is at the

same time as much a branch of manual training, in any proper sense of the term, as working with tools in iron or wood. In general of application and value it surpasses any mechanical process, and the first concern of those interested in encouraging studies with industrial affinities, should be to secure for this important branch proper rank and influence in our schools.

As to the incorporation into school work of anything deserving the name of *technical education*, in addition to the objection that so much at large cannot fairly be expected to furnish a portion of its means with the means of making a living, it may be gravely doubted if a step would not defeat its own object. The lad who leaving school at a comparatively early age has picked up a little technical training at the expense of the cultivation of his general intelligence will be on the balance of gain or loss on the wrong side. But while special training of the ordinary school for economic purposes may not be encouraged, the best modern opinion is to the effect that the training of the past has been too exclusively bookish or literary, and that there is room in our schools for a larger infusion of studies which, while generating sympathies with industry, are at the same time of broad application and of true educational value. However, it must be admitted that no authority has yet been able to draw with exact precision the line of separation between these studies and practical ones.\*

The important subject of music cannot be said to be on a satisfactory footing in our schools, nor indeed to have ever been so. It is generally persuaded that the reported figures convey an exaggerated impression regarding the amount of attention which this branch really receives, while, of course they are even less reliable as indices of the nature and value of the instruction imparted. The matter has been pretty much left to take care of itself, and teachers and local authorities should not be held to account for the poverty of result accompanying this want of system. It is time that definite attention should be directed to this important instrumentality of culture, and it is

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\* "I conclude, then, with this general inference from recent discussions. There is a neglect in our schemes of instruction for increased attention to manual training. The neglect of this subject, in fact, is an undoubted mistake, and it needs to be corrected. But the necessary change in our educational procedure must be made with caution. We must not exaggerate the educational value of mere hand-work and not make it a substitute for intellectual training. We must not make a fetish of technical or manual instruction. We must not suppose that the world is to be regenerated by turning schools into workshops, or by dethroning the schoolmaster to make room for the artisan. The urgent question now demanding attention of all serious educators in both the western and the eastern hemispheres is : what is the true and rightful place to be held by the training of the fingers and the sense of touch, the artistic faculty, as part of a liberal education, and how can such training be so general as to be instrumental in fulfilling the highest purpose of a school—the development of a complete and rounded character, in force, in refinement, in intelligence, in moral purity. This is not an easy problem. It is not yet solved. It will not be solved until much more experience and more thought and knowledge have been brought to bear upon it. But such convention as this, in which earnest teachers meet to encourage one another in the pursuit of lofty ideals, and to confer with each other respecting the best way to make teaching nobler and schools more useful, will do something to render the ultimate solution of the problem easier and more fruitful."—*Dr. J. G. Fitch, at Inter-provincial Conference, St. John, N. B.*

posed to have the whole subject carefully considered at the ensuing meeting of the Provincial Educational Association. Our schools should not be left without some tolerably specific instructions for their guidance.

The claims of the Tonic Sol-fa system of reading music are deserving of careful consideration. This system essentially consists in the substitution for the ordinary staff notation, which is capable of being mastered only by comparatively mature minds, of a much simpler and radically different one, the principles of which are entirely within the grasp of children. It is now in universal use in the Public Board Schools of England, and its advocates claim with the most satisfactory results. These urge that it appeals more directly and forcibly to the general musical intelligence than the ordinary system, and is, in short, the truly logical and philosophical method of teaching singing. This is a large claim and, as might be expected, is not universally admitted. Such an induction of facts, however, as I have been able to make leads me to believe that the system is especially adapted to elementary schools, as bringing a scientific knowledge of vocal music within the reach of children to whom this would be quite impossible by ordinary methods.

#### EXPENDITURE:—(See Tables XIII., XIV., XV.)

##### PROVINCIAL.

The total Government expenditure for Education was \$211,196.29, as compared with \$216,085.28, a decrease of \$4,888.99. The chief item of decrease is in the aggregate of Common School grants, \$4,562.47. There is a small increase in the sum of grants to County Academies, caused by the incorporation of the High School at Truro into the general County Academy system of the Province, but this is more than counterbalanced by reductions of expenditure on Normal and Model Schools, Special Institutions, Examinations, &c.

The following are the aggregates of these grants for the past eleven years:

1878 .....	\$150,455 97
1879 .....	151,655 38
1880 .....	143,493 92
1881 .....	148,173 50
1882 .....	149,058 22
1883 .....	149,761 50
1884 .....	153,694 00
1885 .....	160,513 55
1886 .....	167,184 97
1887 .....	172,067 28
1888 .....	167,504 81

A detailed statement of the distribution of the grants for winter term of 1887-8 was published, as the law directs, in *Journal of Education* for October last. A similar statement for summer term is awaiting publication in the forthcoming issue of periodical in April.

### COUNTY.

The provisions of the law for the levying and apportionment of the County Fund are as follows:

"The Clerk of the Municipality in each county, except as hereafter provided in relation to the City of Halifax, shall add to the annually voted for general municipal purposes, at the regular meeting of the Council, a sum sufficient, after deducting costs of collection and probable loss, to yield an amount equal to thirty cents for every inhabitant of the Municipality, according to the last census preceding the issue of the municipal rate-roll; and the sum so added shall form and be a portion of the municipal rates. One-half the sum raised shall be paid semi-annually by the Municipal Treasurer in the order of the Superintendent of Education.

"One-half of the amount provided to be raised annually, as aforesaid, shall, at the close of each half-year, be apportioned to the Trustees of Schools conducted in accordance with this chapter, to be applied to the payment of teachers' salaries; and each school shall be entitled to participate therein at the rate of twelve and a half dollars per term for each licensed teacher employed, and the balance of the municipal fund shall be distributed among the schools according to the average number of pupils in attendance and the length of time in operation, but shall receive no allowance for being in session more than the prescribed number of days in any one half-year."

The gross annual amount of the County Fund for the entire Province is now \$118,485.38. Under the above provisions, as modified by the Acts in relation to the education of the Blind and of the Lame and Dumb, the County Fund for 1887-8 was apportioned as follows:

Paid to trustees in proportion to the average number of pupils and length of time schools were in operation . . .	\$66,400.00
Paid to trustees in respect to teachers employed . . . . .	48,850.00
Paid to Halifax School for the Blind . . . . .	57.00
Paid Institution for the Deaf and Dumb . . . . .	2,250.00

### SECTIONAL.

The total sectional assessments for the direct support of schools reported, amount to \$300,366.00, an increase of \$9,821.95. The amount levied throughout the Province for building and repair of school houses is \$45,948.00, a decrease of \$723.50.



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## THE INTERPROVINCIAL CONVENTION.

The proposal mentioned in my last Report to hold a united Convention of the teachers of Nova Scotia, New Brunswick, and Prince Edward Island, was successfully carried out. The gathering, which in its relation to the various educational interests and institutions of the Maritime Provinces was a thoroughly representative one, was held during the third week of July, in the City of St. John, New Brunswick. The more formal addresses of the occasion were delivered by distinguished educators from outside the bounds of the Provinces immediately interested in the Convention. Papers dealing with a wide variety of topics, and involving a vigorous and stimulating discussion of the most vital educational problems of the day, were presented by Sir William Dawson, Principal of McGill University, Dr. J. G. Fitch, the eminent author and educator of London, G. B., Dr. J. G. Schurman, of Cornell University, Colonel Parker of Illinois, and Prof. Ray Greene Huling, Secretary of the New England Association of Colleges and Preparatory Schools.

To most members of the Convention, and certainly to all those from Nova Scotia, the central figure of the occasion was the venerable Principal of McGill. He kindly undertook the delivery of the opening address, choosing for his subject: **REMINISCENCES AND PROSPECTS OF EDUCATION IN THE MARITIME PROVINCES**. He traced in an interesting manner the various stages of educational progress in Nova Scotia—to which Province his remarks were chiefly confined—and in modest terms referred to his own connection with the earlier struggles for an improved system of public instruction. In the Legislative Session of 1850 the office of Superintendent of Education was created, and a few months afterwards he was appointed to fill it. The three years spent in that capacity had given him an interest in the schools and teachers of his native Province which he had never lost. Coming down from the past to the present he drew an encouraging picture—not too flattering, it is to be hoped—of the existing state of education in Nova Scotia and her sister Provinces, and closed with an eloquent and inspiring appeal to the teachers before him to do their part in working out for their richly-endowed country a prosperous and honorable destiny. An incident occurred in connection with Sir William's opening address which is not unworthy of record. In the course of his historical survey, he referred to an Educational Institute held by him at Wolfville, in October 1850, a few months after his appointment to the office of Superintendent. This reference elicited the interesting fact that there were present four members of the Convention who had participated in the exercises of the Institute mentioned, and who were still actively engaged in educational work in Nova Scotia. These were: J. B. Calkin, Esq. A.M., Principal of the Provincial Normal School; H. Condon, Esq., Inspector of Schools; James H. Munro, Esq., Inspector of Schools; and A. McN. Patterson, Esq., A.M., Principal of the Acacia Villa Seminary at Horton.

The other formal addresses, while of a high order of eloquence, were intensely practical and bore directly on the pressing questions of the

day. Dr. Schurman's brilliant and trenchant discussion of "A CANADIAN UNIVERSITY CURRICULUM," Dr. Fitch's masterly and discriminating treatment of the proper relation between "Hand-work and Head-work in Schools," Colonel Parker's impassioned plea for a higher appreciation of the social and moral products of education, Professor Huling's instructive and scholarly presentation of "Current Educational Problems in New England," were listened to with profound interest.

A valuable feature of the Convention's proceedings was a discussion of "The Influence of the College on Industrial and Social Life." Able addresses on this subject were delivered by Doctors Sawin, Harrison, Forrest and Inch, Presidents respectively, of the Universities of Acadia, New Brunswick, Dalhousie and Mount Allison; by Professor Roberts of Kings, and Principal Anderson of the Prince of Wales College, Charlottetown, P. E. I. While discussing the assigned theme in a luminous and profitable manner, several of the least speakers went beyond its technical limits, and presented various aspects of the general question of higher education. The tone of the addresses was liberal and sympathetic, evincing a desire to effect a closer union in effort and aim, if not in organization, between the secondary and collegiate systems of the country.

By a wise provision, the Inter-provincial Committee of Management had arranged that a number of sectional meetings should be held, in which teachers and other educational officials, interested in particular forms of education, should consider the special problems connected with their respective departments of work. No part of the general plan of the Convention was carried into more successful execution than this. Such important subjects as inspection, science-teaching, kindergarten and primary instruction, secondary education, etc., were thus considered separately. Papers were read, and the particular topics discussed in the light of a wide and varied experience. So far as differences of methods for the attainment of common ends existed in the three Provinces, an analysis of those differences could not but prove beneficial. At several of these sectional gatherings, Sir Wilfrid Dawson, Dr. Fitch, and others of the distinguished visitors from abroad, took part in the exercises, contributing important suggestions and much valuable information regarding methods of instruction. The general trend of educational thought and activity in their countries.

This brief record should not close without an acknowledgment on behalf of the membership from Nova Scotia, of the courteous treatment accorded to the Convention by the civic authorities and people generally of St. John and Portland. At a public gathering held in the advance of the regular exercises, a formal welcome was extended to the name of the cities mentioned by their respective mayors, followed by appropriate speeches by Mr. Justice King, Mr. Stockton, M. L. A. and other prominent citizens. The proceedings closed with a simultaneous meeting of a general character, and of much interest, presided over by His Honor Lieutenant-Governor Tilley, at which addresses

delivered, not only by members of the Convention and its special visitors, but by several of the leading public men of the country.

### COUNTY ACADEMIES.

Full particulars regarding the status and operation of this class of our Public Schools are given in Table XVII. Owing to serious illness I was not able to be present at the Annual Examination of a majority of the Academies, but any lack of service on my part was well supplied by the Inspectors of the various districts. In almost all cases reference may be made to the reports of these officers in Appendix B. for the general history of these institutions during the year. The following abstract shows that there has been a substantial increase in the total registration, as well as in the average attendance by terms.

	Total Registration.	Average Attendance— Winter Term.	Average Attendance— Summer Term.
1887-88 .....	1504	870	734
1886-87 .....	1414	819	694

About one-third of the registered attendance is from outside the sections in which the Academies are situated. This extra-sectional attendance is largely engrossed by the following Academies:—Pictou, with 165 or eleven per cent. of the entire Academic registration; Antigonish, with 79, or five per cent.; Halifax, with 47 and Yarmouth, with 45, each about three per cent., and Sydney, with 37, or a little more than two per cent. Several of the other Academies, however, show very respectable percentages of their own attendance from outside the sectional boundaries. The only institutions in which an appreciable proportion of the attendance is from outside the limits of the *County* are those at Pictou, Antigonish and Sydney.

### TEXT BOOKS.

Since my last Report was submitted to the Legislature, a committee of that body was appointed to consider the question of text-book supply. The report of the committee having been published as a part of the record of the proceedings of the legislature, it is only necessary for me to acknowledge the courteous attention with which the members of the committee received such explanations as I had to offer on behalf of the Department of Education, as well as the intelligence and ability with which the various questions emerging during the inquiry were considered. Full information was sought

and elicited as to the general principles governing the authorization of text books, it being shown that the books are simply authorized at the will of the Council of Public Instruction, there being no agreement with any publisher which would prevent any book from being struck off the list whenever the interests of education, or of the people, may appear to demand it. I have no disposition to complain of the fidelity with which the committee pointed out the mechanical shortcomings of a number of the books. In pursuance of their implied recommendation, the Council of Public Instruction has had each book subjected to careful expert examination, and has communicated in proper terms with publishers of all prescribed texts in which even moderate defects were pointed out. In all such cases assurances of due amendment at the earliest practical moment have been received, and in the public interest it will be the duty of this Department to see that these are properly carried into effect.

### APPENDICES.

In Appendix A will be found the Report of the Principal of the Normal School, giving a full account of the operations of that important factor of our educational system. I am in full accord with the opinion expressed in this report that our true policy lies in making the institution more strictly professional in its character and aims. It is true that every recent change has been in this direction, but we should soon reach a more complete differentiation, when there shall be thrown on our higher schools their proper responsibility for ordinary class instruction, and the Normal School can address itself exclusively to its proper function of developing teaching skill and power. The circumstances of the country require that the potential energies of the Normal School should be taken advantage of to the fullest possible extent, for surely it cannot be a wise economy to expend annually two-thirds of a million dollars on our Common Schools, and then place the vast bulk of their work in unskilled hands.

The institution is now very completely equipped. In addition to improvements and enlargements of facility recently noted, the interior of the building has been painted and put in a state of thorough repair by the Provincial Department of Works and Mines, while on the educational side, the Council of Public Instruction has placed within the reach of the students in training an opportunity of observing the most approved kindergarten methods in actual operation, and of receiving special instruction as to the extent and manner in which these may be applied in the primary classes of the Public Schools.

During the year, one young gentleman, Mr. Edwards, of Cape Breton County, a first-class teacher, graduated in the School of Agriculture, and some eleven or twelve other students either made some progress in the regular course or pursued elective courses. Several graduates of this institution have done good service to the country,

not only by their direct labors in schools, but by diffusing information and exciting a spirit of inquiry regarding improved methods of agriculture in the communities where they have labored.

I have much satisfaction in directing attention to the Reports of the Inspectors of Schools (Appendix B). The primary value of such documents is proportioned to the clearness and fidelity with which they exhibit the actual state of education in the respective districts. In the reports in question there will be found, I think, but little evidence of a disposition to unduly magnify signs of progress or to conceal existing drawbacks and defects. Their attentive perusal will serve to dispel the somewhat common illusion that under our system precisely the same machinery for carrying on the work of education exists in all localities. The differences growing out of the unequal distribution of wealth and population present insuperable obstacles to the realization of such an ideal. In the towns, larger villages, and in some purely rural sections, more or less highly organized systems of graded schools are established. But the great mass of our educational work is done in miscellaneous schools in charge of a single teacher. It is not necessary to state in detail the special difficulties that surround and impede it in the smaller types of rural miscellaneous schools. A glance at the reports will show that grappling with these difficulties absorbs a large proportion of inspectorial time and energy.

The reports contain some valuable suggestions and much intelligent incidental discussion of educational principles. The subjoined extract from that of the Inspector for District No. 6 deals with a practical difficulty which has often attracted my attention:

"While on the subject of the school law, I would respectfully direct your attention to another matter that has become a fruitful source of strife and pecuniary loss to sections. In section 45 of Chap. 29, R. S., those liable to a poll-tax are defined thus:—'Every male person between the ages of 21 and 60 years residing in the section at the time of the holding of the Annual Meeting.' In the previous revision of said chapter and section, the definition was somewhat different, thus:—'Every male person between the ages of 21 and 60, having resided in the section for the period of six months next previous to the holding of the regular school meeting.' In most of the sections on the sea-board of this district a large number of men, between twenty-one and sixty years of age, with and without property, annually go abroad for employment, chiefly to the United States, and return home late in the fall or in the early part of the winter. These object to the payment of a poll-tax on the plea of non-residence; and as trustees do not feel inclined to take steps that might lead to a doubtful law suit, a great part—in some sections one-half—of the poll-tax is not collected. A statutory declaration as to the meaning of this section of the school law School Meetings of such sections."

If an easily understood definition of the term "residence" is practicable, the legislature would act wisely in supplying it. I may add that the present provision in respect of poll tax is the *third* that has stood on our statute book. Prior to 1884, the law (having so stood from the organization of the Free School system) was:—"Every male person between the ages of 21 and 60 having resided in the section for the period of *six months next previous to the levying of such assessment* \* \* \* shall pay the sum of one dollar as a poll

tax." In the Common School Statute of New Brunswick the corresponding provision is:—"Every male person between the ages of 21 and 60, having resided in the district for the period of one month next before the making out of the district assessment, shall be liable to a poll-tax of one dollar."

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The report of the Chairman of the Board of School Commissioners for the City of Halifax, with the appended Report of the Superintendent, presents an encouraging picture, the prominent features of which are increased attendance, the enlargement and marked improvement of school accommodation, and emphasized attention to scientific methods of teaching.

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In addition to the contents of Table XXIII, I have thought it fitting to supply in Appendix D, further particulars regarding the aims and working of the Institution for the Deaf and Dumb at the Halifax School for the Blind, institutions now definitely connected with the educational system of the Province. Each receives from this Department a statutory grant for each pupil in attendance (Nova Scotia), and a corresponding draft on the County School Board of the Municipality in which such pupil has his legal residence.

The public intelligence and conscience having united with private philanthropy in admirably equipping these institutions for the attainment of their important ends, it is greatly to be regretted that some members of the community, for whose special benefit they are maintained do not avail themselves of any advantage from them. The directors of both institutions are deeply impressed with the importance of securing accurate information regarding the number, names and residences of the uneducated, but educated deaf mute and blind youth actually living in the Province. In the past summer, the Principal of the Institution for the Deaf and Dumb, with the entire approbation and partial co-operation of the Education Department, sought to accomplish this, in regard to the deaf class, through the teachers of the Public Schools. As will be seen by reference to Appendix D, the attempt did not lead to very valuable results. Of the singular indifference shown in the matter by the great majority of teachers, I can give no satisfactory explanation, for it certainly I am not disposed to offer any apology.

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Extracts from the reports of the Victoria School of Art and Design are given in Appendix E. In both volume and character the results of the first year's operations of this useful institution have exceeded the expectations of its most sanguine promoters. The publication of the treasurer's report, the "World's Fair," a most interesting and spirited enterprise, initiated and conducted by a number of English ladies, has placed to the credit of the building fund the handsome

enabled the directors to take into practical consideration  
of providing independent quarters for the work of the

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thought it proper to include in this Report (Appendix  
ulars regarding the Summer School of Science. This is  
d eminently praiseworthy attempt on the part of some  
y Provincial educators to provide, during the summer  
courses of instruction in various sciences for the special  
thers. The movement has already had a perceptible  
arizing science and improving the methods by which it

I have the honor to be,

Your Honor's most obedient servant,

DAVID ALLISON,

*Superintendent of Education.*





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PART II.

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STATISTICAL TABLES.

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PUBLIC SCHOOLS, COUNTY ACADEMIES, AND SPECIAL  
ACADEMIES.

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TABLE I.—PRELIMINARY.

COUNTY.	WINTER TERM ENDED APR. 30, 1888.						SUMMER TERM ENDED OCT. 31, 1888.						YEAR ENDING OCT. 31, 1888.		
	No. of Sections having no Sch'l this Term.	No. of Schools in Session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Sections having no Sch'l this Term.	No. of Schools in Session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Pupils reg- istered, not on previous Term.	No. of Sections having no Sch'l during year.	Total No. of dif- ferent pupils during year.	Proport'n of pop- ulation (Census of 1881) at school during year.	
Annapolis.....	105	20	101	35	3653	11	109	109	26	3829	1147	6	4800	1 in 4.2	
Antigonish.....	79	5	86	4	3893	1	90	91	2	3570	717	1	4110	1 " 4.3	
Cape Breton.....	132	30	143	14	6076	24	148	148	14	6325	1515	8	7591	1 " 4.1	
Colchester.....	119	16	130	75	5121	4	143	147	80	5589	1468	1	6589	1 " 4.	
Cumberland.....	148	30	144	59	5708	16	162	167	59	6433	1916	5	7624	1 " 3.5	
Digby.....	80	10	92	13	3769	6	96	100	20	4152	1127	4	4896	1 " 4.	
Guyaboro'.....	87	20	74	5	2978	7	87	87	8	3287	1111	3	4089	1 " 4.3	
Halifax.....	129	26	120	88	5225	13	136	139	36	5576	1645	5	6870	1 " 4.6	
" City.....	1	.....	.....	.....	.....	.....	19	111	27	6238	1238	.....	7100	1 " 5.	
Hants.....	99	10	113	34	4506	4	121	125	33	5028	1407	1	5913	1 " 3.9	
Inverness.....	165	14	151	167	5209	8	157	176	8	5321	1280	6	6489	1 " 3.9	
Kings.....	104	8	114	119	4656	3	115	118	80	4368	1128	3	5784	1 " 4.	
Lunenburg.....	135	4	150	152	6220	12	140	142	21	5650	1759	.....	7979	1 " 3.5	
Pictou.....	134	13	162	165	6447	9	166	173	31	6877	1428	5	7875	1 " 4.5	
Queens.....	44	8	48	49	1879	1	56	58	5	1990	652	1	2531	1 " 4.1	
Richmond.....	70	13	66	6	2209	4	76	76	11	2656	812	2	3021	1 " 5.	
Shelburne.....	67	5	79	8	3266	8	76	78	9	3054	576	3	3842	1 " 3.8	
Victoria.....	91	25	66	7	2074	10	81	81	8	2565	980	5	3054	1 " 4.	
Yarmouth.....	71	8	99	24	4235	10	96	96	23	4074	839	2	5074	1 " 4.1	
Total 1888.....	1860	265	1957	437	82486	151	2074	2222	451	86582	22745	61	105231	1 " 4.1	
" 1887.....	1844	260	2042	438	84217	170	2123	2179	452	86731	20920	73	105137	1 " 4.1	
Increase.....	16	5	85	1	1731	19	.....	43	1	149	1825	12	94	.....	
Decrease.....	.....	.....	.....	.....	.....	.....	49	.....	.....	.....	.....	.....	.....	.....	

# TEACHERS EMPLOYED.

TABLE II.—PUBLIC SCHOOLS: TEACHERS EMPLOYED.

COUNTY.	WINTER TERM.										SUMMER TERM.										NO. OF LICENSED ASSISTANTS.													
	Male Teachers.					Female Teachers.					Total.					Male Teachers.					Female Teachers.					Total.					Winter.		Summer.	
	Academic.		Class I.		Class II.	Class III.	Academic.		Class I.		Class II.	Class III.	Academic.		Class I.		Class II.	Class III.	Academic.		Class I.		Class II.	Class III.	Males.		Females.		Both.		M.		F.	
	A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		A	B	C	D		M	F	M	F	M	F			
Grade																																		
Annapolis .....	2	11	19	4	36	65	101	2	9	14	3	53	25	28	81	109	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Antigonish .....	1	11	16	11	39	47	86	1	12	16	10	.....	2	30	19	39	51	90	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Cape Breton .....	3	19	16	29	67	76	143	4	20	18	26	.....	7	43	30	68	80	148	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Colchester .....	1	9	14	1	25	110	135	1	7	13	1	1	18	64	42	22	125	147	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Cumberland .....	3	9	7	4	23	122	145	3	6	5	6	.....	7	84	56	20	147	167	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Digby .....	1	9	9	6	25	67	92	1	6	6	5	.....	9	32	37	18	78	69	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Guyaboro' .....	1	7	6	3	17	57	74	1	5	10	4	.....	8	27	37	20	67	87	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Halifax .....	.....	4	12	2	18	103	121	.....	4	14	1	.....	8	78	37	19	119	138	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
" City .....	5	10	.....	.....	15	92	107	5	10	.....	.....	.....	1	35	56	4	15	96	111	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Hants .....	1	11	9	2	23	91	114	8	11	9	2	.....	5	67	28	25	100	125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Inverness .....	2	17	39	46	104	52	156	2	11	40	42	.....	1	24	45	95	70	165	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Kings .....	1	14	16	3	34	81	115	1	13	10	.....	.....	6	53	33	24	92	116	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Lunenburg .....	1	6	7	4	18	134	152	1	5	3	1	.....	6	61	65	10	132	142	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Pictou .....	5	23	16	4	48	117	165	5	19	16	8	.....	11	78	36	48	125	173	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Queens .....	1	3	2	.....	6	43	49	1	3	1	.....	.....	2	25	26	5	53	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Richmond .....	1	6	10	12	1	17	19	29	8	13	10	.....	2	17	25	32	44	76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Shelburne .....	2	6	6	2	1	17	19	16	63	79	2	.....	1	35	26	11	65	76	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Victoria .....	1	5	10	23	39	27	66	1	4	10	27	.....	1	9	29	42	39	81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Yarmouth .....	3	5	8	5	10	43	25	21	78	99	3	.....	11	45	25	15	81	96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Total 1888..	36	186	222	161	603	1462	2065	38	163	204	151	.....	3	140	881	556	1645	2201	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
" 1887..	36	212	222	170	640	1441	2081	35	177	191	151	.....	4	140	811	554	1604	2158	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Increase .....	.....	.....	.....	.....	.....	.....	21	.....	3	.....	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		
Decrease .....	1	27	.....	9	37	.....	16	.....	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		

TABLE III.—PUBLIC SCHOOLS: PERIOD OF SERVICE, &amp;c., OF TEACHERS.

COUNTY.	PERIOD OF SERVICE OF TEACHERS: SUMMER TERM.									
	No. of Teachers engaged in the same section as during the previous term.					No. of New Teachers.				
	Winter.	Summer.	Winter.	Summer.	No. of Teachers re- moved to a new section.	Winter.	Summer.	No. of Teachers not more than 3 years in the service.		
								Winter.	Summer.	
Annapolis.....	32	50	57	52	12	7	55	52	55	No. nps of 1 yr. but not more than 5 yrs. in the service.
Antigonish.....	51	63	24	26	11	1	39	39	39	No. nps of 2, but not more than 5 yrs. in the service.
Cape Breton.....	38	116	34	23	21	9	65	67	67	No. nps of 3, but not more than 5 yrs. in the service.
Colchester.....	68	90	50	42	17	15	74	81	81	No. nps of 4, but not more than 5 yrs. in the service.
Cumberland.....	42	96	59	59	24	12	77	89	89	No. nps of 5, but not more than 7 yrs. in the service.
Digby.....	42	52	36	30	14	5	39	39	39	No. nps of 6, but not more than 7 yrs. in the service.
Guysboro'.....	35	47	29	31	10	9	44	50	50	No. nps of 7 yrs. in the service.
Halifax.....	76	75	35	53	10	10	49	54	54	No. nps of 8, but not more than 9 yrs. in the service.
" City.....	106	106	.....	.....	.....	.....	.....	.....	.....	No. nps of 9 yrs. in the service.
Hants.....	51	76	32	31	31	18	69	69	69	No. nps of 10 yrs. in the service.
Inverness.....	75	86	66	63	15	16	61	75	75	No. nps of 11 yrs. in the service.
Kings.....	38	53	46	49	31	14	69	64	64	No. nps of 12 yrs. in the service.
Lavenburg.....	58	85	51	47	43	10	75	77	77	No. nps of 13 yrs. in the service.
Pictou.....	86	105	59	54	20	14	87	94	94	No. nps of 14 yrs. in the service.
Queens.....	22	27	17	18	10	13	11	27	27	No. nps of 15 yrs. in the service.
Richmond.....	42	51	21	22	3	3	24	24	24	No. nps of 16 yrs. in the service.
Shelburne.....	40	51	25	20	14	5	37	32	32	No. nps of 17 yrs. in the service.
Victoria.....	29	39	25	27	12	15	40	50	50	No. nps of 18 yrs. in the service.
Yarmouth.....	60	76	30	16	9	4	41	36	36	No. nps of 19 yrs. in the service.
Total 1888.....	1061	1344	696	672	308	185	962	1033	1033	No. nps of 20 yrs. in the service.
" 1887.....	1095	1323	702	639	279	196	931	1023	1023	No. nps of 21 yrs. in the service.
Increase.....	.....	21	.....	33	29	.....	31	10	10	No. nps of 22 yrs. in the service.
Decrease.....	34	.....	6	.....	.....	11	.....	.....	.....	No. nps of 23 yrs. in the service.
										No. nps of 24 yrs. in the service.
										No. nps of 25 yrs. in the service.
										No. nps of 26 yrs. in the service.
										No. nps of 27 yrs. in the service.
										No. nps of 28 yrs. in the service.
										No. nps of 29 yrs. in the service.
										No. nps of 30 yrs. in the service.
										No. nps of 31 yrs. in the service.
										No. nps of 32 yrs. in the service.
										No. nps of 33 yrs. in the service.
										No. nps of 34 yrs. in the service.
										No. nps of 35 yrs. in the service.
										No. nps of 36 yrs. in the service.
										No. nps of 37 yrs. in the service.
										No. nps of 38 yrs. in the service.
										No. nps of 39 yrs. in the service.
										No. nps of 40 yrs. in the service.
										No. nps of 41 yrs. in the service.
										No. nps of 42 yrs. in the service.
										No. nps of 43 yrs. in the service.
										No. nps of 44 yrs. in the service.
										No. nps of 45 yrs. in the service.
										No. nps of 46 yrs. in the service.
										No. nps of 47 yrs. in the service.
										No. nps of 48 yrs. in the service.
										No. nps of 49 yrs. in the service.
										No. nps of 50 yrs. in the service.
										No. nps of 51 yrs. in the service.
										No. nps of 52 yrs. in the service.
										No. nps of 53 yrs. in the service.
										No. nps of 54 yrs. in the service.
										No. nps of 55 yrs. in the service.
										No. nps of 56 yrs. in the service.
										No. nps of 57 yrs. in the service.
										No. nps of 58 yrs. in the service.
										No. nps of 59 yrs. in the service.
										No. nps of 60 yrs. in the service.
										No. nps of 61 yrs. in the service.
										No. nps of 62 yrs. in the service.
										No. nps of 63 yrs. in the service.
										No. nps of 64 yrs. in the service.
										No. nps of 65 yrs. in the service.
										No. nps of 66 yrs. in the service.
										No. nps of 67 yrs. in the service.
										No. nps of 68 yrs. in the service.
										No. nps of 69 yrs. in the service.
										No. nps of 70 yrs. in the service.
										No. nps of 71 yrs. in the service.
										No. nps of 72 yrs. in the service.
										No. nps of 73 yrs. in the service.
										No. nps of 74 yrs. in the service.
										No. nps of 75 yrs. in the service.
										No. nps of 76 yrs. in the service.
										No. nps of 77 yrs. in the service.
										No. nps of 78 yrs. in the service.
										No. nps of 79 yrs. in the service.
										No. nps of 80 yrs. in the service.
										No. nps of 81 yrs. in the service.
										No. nps of 82 yrs. in the service.
										No. nps of 83 yrs. in the service.
										No. nps of 84 yrs. in the service.
										No. nps of 85 yrs. in the service.
										No. nps of 86 yrs. in the service.
										No. nps of 87 yrs. in the service.
										No. nps of 88 yrs. in the service.
										No. nps of 89 yrs. in the service.
										No. nps of 90 yrs. in the service.
										No. nps of 91 yrs. in the service.
										No. nps of 92 yrs. in the service.
										No. nps of 93 yrs. in the service.
										No. nps of 94 yrs. in the service.
										No. nps of 95 yrs. in the service.
										No. nps of 96 yrs. in the service.
										No. nps of 97 yrs. in the service.
										No. nps of 98 yrs. in the service.
										No. nps of 99 yrs. in the service.
										No. nps of 100 yrs. in the service.

TABLE IV.—PUBLIC SCHOOLS: ATTENDANCE—WINTER TERM.

COUNTY.	AGE AND SEX OF PUPILS.				DAILY ATTENDANCE.					
	No. of Pupils under 5 years of age.	No. of Pupils from 5 to 15 yrs. of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	Grand total days attended by all the pupils.	No. daily present at school on an average for time in session.	No. daily present at school on an average for full term.	No. daily present on average for time in session per 100 registered.	No. daily present on average for full term per 100 registered.
Annapolis.....	3653	1 in 5.6	711	2068	1585	236321	2133.8	2046.2	58.4	56.
Antigonish.....	3893	1 " 5.3	570	1910	1483	195898	1721.2	1707.9	50.8	50.3
Cape Breton.....	6076	1 " 5.1	596	3432	2644	330263	3577.3	3409.1	58.8	56.2
Colchester.....	5121	1 " 5.2	878	2716	2405	331902	2974.1	2841.	58.	55.4
Cumberland.....	5708	1 " 4.7	812	2971	2737	336715	3055	2919.	53.5	51.
Digby.....	3769	1 " 5.2	860	2132	1637	239509	2186.3	2096.6	55.6	52.3
Guysboro'.....	2978	1 " 5.9	600	1639	1339	179340	1618.6	1556.3	54.4	52.3
Halifax.....	5225	1 " 6.	896	2786	2439	340536	3214.	3076.	61.	58.
" City.....	5862	1 " 6.1	600	3042	2820	472846	4119.	4119.	70.	70.
Hants.....	4506	1 " 5.1	746	2388	2118	272286	2541.1	2439.	56.4	54.1
Inverness.....	5209	1 " 4.9	896	2793	2416	295919	2546.	2372.	49.	45.
Kings.....	4656	1 " 5.	998	2558	2098	269883	2499.5	2294.	53.6	49.
Lunenburg.....	6220	1 " 4.6	966	3329	2891	365633	3393.1	3219.	54.5	51.7
Pictou.....	6447	1 " 5.5	1497	3416	3031	436111	3879.5	3733.5	60.1	57.8
Queens.....	1879	1 " 5.6	184	1022	857	130540	1075.1	1051.2	57.2	55.9
Richmond.....	2209	1 " 6.8	568	1252	957	135701	1202.2	1193.6	54.4	54.
Shelburne.....	3266	1 " 4.5	583	1629	1637	214562	1936.	1850.	59.	56.7
Victoria.....	2074	1 " 6.	200	1135	939	121131	1134.	1085.	54.	52.
Yarmouth.....	4235	1 " 5.	955	2291	1944	300639	2715.	2655.	64.	62.7
Total 1888.....	82486	1 " 5.3	14046	44509	37977	5255785	47520.8	45663.4	57.6	55.3
" 1887.....	84217	1 " 5.2	13475	45637	38580	5446651	48770.8	47229.4	57.9	56.7
Increase.....	1731	1 " 254	571	1128	603	190866	1250.	1566.	.....3	.....1.4
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE V.—PUBLIC SCHOOLS: ATTENDANCE—SUMMER TERM.

COUNTY.	AGE AND SEX OF PUPILS.				DAILY ATTENDANCE.					
	No. of Pupils under age 5 years of age.	No. of Pupils from 5 to 16 yrs. of age.	No. of Pupils over 16 years of age.	No. of Boys.	No. of Girls.	Grand total days attended made by all the pupils.	No. daily present at school on an average for full term.	No. daily present in session.	No. daily present at school on an average for full term.	No. daily present on average for full term per 100 registered.
Annapolis.....	3829	1 in 5.8	539	1827	2002	921340	2239.4	2126.8	58.4	55.5
Antigonish.....	3670	1 " 5.	401	1863	1707	167100	1683.7	1622.8	47.2	45.5
Cape Breton.....	6826	1 " 4.9	614	3371	2954	344290	3491.	3302.8	54.7	52.2
Colchester.....	5589	1 " 4.7	729	2772	2817	324325	3301.3	3122.4	59.4	55.9
Cumberland.....	6433	1 " 4.2	688	3202	3231	349281	3627.	3430.	56.3	53.3
Digby.....	3587	1 " 4.7	643	2072	2080	242425	2438.	2386.9	58.7	57.4
Guyshoro'.....	5576	1 " 5.4	578	1718	1569	169230	1721.5	1657.6	52.4	50.5
Halifax.....	6238	1 " 5.7	876	2697	2879	329375	3275.	3107.	59.	56.
" City.....	5028	1 " 5.8	500	3172	3066	397409	4414.	4414.	70.	70.
Hants.....	5321	1 " 4.8	595	2466	2562	283256	2816.1	2757.1	56.	54.8
Inverness.....	4368	1 " 4.6	805	2870	2451	253453	2580.	2389.9	48.	45.
Kings.....	5650	1 " 5.3	754	2015	2321	238921	2473.9	2323.1	56.6	53.2
Laureburg.....	6877	1 " 5.	933	2754	2896	317922	3213.6	3134.	56.9	55.4
Pictou.....	1890	1 " 5.1	965	930	3577	405720	4005.	3911.9	58.2	56.9
Queens.....	2656	1 " 5.3	166	937	1053	120806	1304.2	1242.1	65.5	62.4
Richmond.....	3054	1 " 5.7	450	1416	1240	142363	1482.	1422.7	55.8	53.5
Shelburne.....	2585	1 " 4.8	473	1453	1601	193809	1929.	1874.	63.	61.
Victoria.....	4074	1 " 4.9	123	1861	1204	115408	1176.	1053.	46.	41.
Yarmouth.....	8652	1 " 5.2	833	1945	2129	275498	2773.	2709.	68.	66.
Total 1888.....	86731	1 " 5.	11660	43211	43371	4992131	49898.7	47985.7	57.6	55.4
" 1887.....	149	1 " 5.	12807	49345	43386	5267863	51388.4	49285.6	59.2	56.8
Increase.....	149	.....	1147	134	15	375732	1444.7	1299.9	1.6	1.4
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	LESSONS ON NATURE,										SINGING.		READING,								
	Grade.										By Theory.	By Note.	Grade.								
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.					
Annapolis.....	1977	2076	1867	273	304	341	374	375	266	462	312	19	582	327	376	414	451	457	350	585	501
Antigonish.....	2190	950	819	124	216	184	252	208	165	166	82	138	199	387	503	460	549	460	355	339	162
Cape Breton.....	2102	2174	1684	363	443	416	397	344	246	293	375	.....	1850	1008	887	850	804	618	493	543	617
Colchester.....	2483	2855	1847	396	309	396	429	426	293	471	192	227	3204	631	528	552	721	678	523	866	402
Cumberland.....	2746	1588	1629	654	566	555	610	474	333	502	176	58	196	970	728	715	841	741	580	374	280
Digby.....	2695	2840	2168	521	463	481	404	403	238	377	214	12	728	621	506	531	514	505	311	450	293
Guyaboro'.....	820	603	670	112	144	116	156	195	136	139	100	18	455	425	456	480	384	413	327	306	148
Halifax.....	2987	3245	2645	786	645	278	218	201	142	127	110	327	4009	988	864	726	672	684	516	587	238
" City.....	5113	4682	4099	1113	878	763	770	602	480	410	256	1257	3630	1171	995	798	830	603	494	466	226
Hants.....	1971	1969	1608	262	299	349	393	371	363	356	256	228	1454	484	452	531	532	598	515	703	427
Inverness.....	1529	1513	1169	269	361	378	340	254	159	110	66	43	110	777	829	767	908	717	547	358	147
Kings.....	1919	1477	962	167	214	347	351	378	208	395	285	95	863	342	444	524	535	549	465	688	634
Lunenburg.....	1761	1537	1045	318	440	444	442	303	314	125	55	.....	4132	916	1038	934	979	899	894	360	109
Pictou.....	3001	2945	2453	304	410	337	605	431	378	611	400	567	3749	625	729	682	804	830	679	1080	573
Queens.....	613	578	514	65	100	74	102	126	72	70	55	.....	478	267	265	169	248	251	192	255	161
Richmond.....	715	805	548	173	123	164	173	103	79	65	32	150	436	500	303	353	316	255	193	151	105
Shelburne.....	1914	1865	1460	233	267	338	419	272	294	183	133	24	1009	384	417	440	539	432	425	399	215
Victoria.....	980	968	720	112	145	206	197	184	88	99	29	83	656	226	296	308	314	332	258	228	58
Yarmouth.....	2038	1633	1608	466	418	445	413	342	397	345	201	315	1619	739	573	734	567	516	455	453	229
Total 1888.....	38554	35298	29515	6711	6745	6551	7045	6052	4601	5306	3329	3651	29249	11728	11089	10908	11487	10538	8522	8959	5465
" 1887.....	38387	34824	27979	5930	6374	6318	6506	5751	4390	5375	3347	2354	32668	10550	11239	11031	11558	10512	8999	9812	5856
Increase.....	217	474	1536	781	371	233	539	301	211	.....	.....	1197	.....	1178	.....	.....	.....	26	.....	.....	.....
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	69	18	.....	.....	.....	150	123	71	.....	477	853	391



TABLE VI.—PUBLIC SCHOOLS, WINTER TERM.—(CONTINUED.)  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	SPELLING.								LANGUAGE.								GRAMMAR.		COMPOSITION.	
	Grade.								GRADE.								Grade.		Grade.	
	II.	III.	IV.	V.	VI.	VII.	VIII.		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VTL.	VTR.	VTL.	VTR.
Annapolis .....	376	414	451	457	350	585	501		256	319	377	448	454	297			562	470	418	393
Antigonish .....	508	451	538	456	334	366	162		227	291	344	366	309	246			547	306	310	120
Cape Breton .....	878	829	811	607	500	562	617		747	750	808	763	617	524			535	596	580	478
Colchester .....	544	544	770	700	534	824	402		287	410	502	685	633	574			916	425	606	352
Cumberland .....	742	686	816	734	578	839	285		455	568	625	730	701	641			644	299	351	168
Digby .....	506	531	514	505	311	450	233		466	446	496	484	503	309			410	217	364	185
Guyaboro' .....	476	424	389	424	323	311	149		158	233	331	374	360	177			453	227	209	102
Halifax .....	878	824	786	674	636	520	223		786	864	627	531	542	498			468	178	460	178
" City .....	905	784	817	638	495	466	271		1158	882	751	865	649	488			414	256	293	234
Hants .....	776	552	520	665	533	695	426		292	344	550	593	585	474			834	525	612	363
Inverness .....	612	605	553	597	500	320	122		415	489	491	391	163	51			574	787	235	373
Kings .....	569	501	587	618	562	740	593		262	340	452	518	600	505			830	496	456	447
Lunenburg .....	1097	932	942	921	839	367	14		307	507	487	545	798	495			788	200	316	141
Pictou .....	731	682	798	835	693	1033	592		411	552	554	678	749	614			941	580	571	403
Queens .....	341	166	223	244	201	236	571		44	95	120	207	236	209			316	213	134	103
Richmond .....	302	356	313	168	201	136	104		252	237	319	320	239	188			139	103	69	87
Shelburne .....	410	472	542	427	439	287	211		130	218	335	448	358	341			242	212	147	159
Victoria .....	237	290	325	309	292	194	113		110	197	219	206	120	45			263	309	167	114
Yarmouth .....	714	660	500	674	530	477	221		426	396	517	487	461	346			529	213	433	161
Total 1888 .....	11602	10704	11195	10653	8851	9408	5810		7189	8188	8905	9639	9078	7032			10405	6612	6531	4561
" 1887 .....	12273	12376	11628	10699	8945	9689	8238		6222	7953	8846	9632	9127	7569			12625	7648	6958	4546
Increase .....	671	1672	433	46	94	281	428		967	235	59	7	49	547			2220	1036	427	.....
Decrease .....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....			.....	.....	.....	.....

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.—(CONTINUED).  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	GEOGRAPHY.								HISTORY.								ARITHMETIC.								ALGEBRA.	GEOMETRY.
	Grade.								Grade.								Grade.								Grade	Grade
	III.	IV.	V.	VI.	VII.	VIII.			V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.						VIII.
Annapolis .....	297	394	441	322	579	489			332	286	530	472	308	363	414	452	456	350	585	513	233	214				
Antigonish .....	399	429	352	346	276	145			398	168	220	174	368	462	493	525	406	349	269	172	200	160				
Cape Breton .....	632	642	582	461	527	568			335	319	513	555	850	903	874	819	607	498	530	605	440	253				
Colchester .....	345	568	623	545	822	443			438	408	800	431	609	504	529	700	684	524	875	437	283	268				
Cumberland .....	309	664	689	600	691	284			393	429	653	255	809	712	712	821	786	555	721	474	212	167				
Digby .....	366	391	489	308	443	235			400	309	428	214	598	481	520	513	493	314	452	239	159	78				
Guyaboro' .....	371	292	433	277	299	146			300	193	258	110	319	393	393	413	449	272	315	139	185	80				
Halifax .....	489	536	527	476	429	217			564	427	524	223	724	714	698	729	647	596	676	268	296	178				
City .....	701	725	640	511	423	214			557	560	360	256	1278	934	814	817	636	531	375	236	192	58				
Hants .....	380	458	585	536	599	392			493	466	601	373	421	465	520	523	675	450	631	415	342	295				
Inverness .....	326	641	602	370	113	41			201	591	438	89	533	700	641	668	410	217	106	48	299	107				
Kings .....	379	394	535	526	746	491			304	372	647	567	347	451	512	564	625	546	729	530	348	273				
Launenburg .....	316	539	695	748	444	174			335	427	248	113	825	975	871	957	812	656	333	95	276	137				
Pictou .....	475	700	806	669	985	569			532	605	865	553	659	722	683	795	793	639	1058	585	395	317				
Queens .....	157	183	262	107	239	134			213	168	203	86	223	238	161	219	229	199	322	170	161	79				
Richmond .....	190	221	207	176	165	98			104	108	86	84	242	289	343	323	235	197	149	104	56	39				
Shelburne .....	195	420	384	403	253	212			251	339	286	207	249	368	443	540	431	407	298	225	219	145				
Victoria .....	92	153	256	204	117	50			118	247	261	58	157	249	319	330	248	168	106	27	123	62				
Yarmouth .....	533	549	495	461	402	230			262	364	453	239	613	534	635	564	507	448	468	- 210	217	135				
Total 1888 .....	7002	8897	9553	8046	8557	5122			6520	6784	8874	5137	10132	10507	10680	11262	10079	7905	9047	5287	4626	3043				
" 1887 .....	6459	9206	9556	8041	8632	5319			5756	7307	8463	5316	8531	10419	10851	11416	10123	8314	9303	5629	4914	3207				
Increase .....	543	.....	3	.....	5	.....			764	.....	523	94	1551	88	.....	.....	.....	.....	.....	.....	.....	.....				
Decrease .....	.....	309	.....	.....	75	197			.....	.....	.....	679	.....	.....	271	154	44	409	266	342	288	164				

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.—(CONTINUED).  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	WRITING.								INDUSTRIAL DRAWING.								BOOK-KEEP'G.		LATIN.	
	Grade.								Grade.								Grade.		Grade.	
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	VIII.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	VIII.		
Annapolis.....	266	348	411	456	457	350	582	507	236	306	317	368	360	214	394	242	273	28		
Antigonish.....	268	436	548	505	412	385	227	103	51	33	45	25	43	49	39	41	182	5		
Cape Breton.....	754	891	869	822	611	498	581	521	191	281	150	165	94	69	184	183	220	4		
Colchester.....	423	495	527	704	656	521	874	408	246	342	360	419	439	349	524	239	551	14		
Cumberland.....	539	607	656	753	695	526	614	268	401	501	509	584	447	368	401	140	218	1		
Digby.....	572	472	527	515	504	312	454	239	380	395	437	446	379	277	322	99	150	2		
Guysboro'.....	300	369	411	463	462	232	203	139	40	54	45	127	88	81	47	57	132	4		
Halifax.....	796	737	684	624	576	498	502	324	437	326	317	298	311	224	198	164	178	.....		
"    City.....	1170	884	811	817	650	563	400	233	1158	876	747	736	544	470	400	211	8	3		
Hants.....	337	421	503	533	625	484	709	393	166	208	316	318	449	296	397	186	391	10		
Inverness.....	519	705	672	684	416	220	151	65	83	143	116	103	59	36	35	12	204	56		
Kings.....	234	388	515	535	649	586	708	573	58	180	218	199	234	212	227	197	389	18		
Lunenburg.....	811	940	478	1096	1178	829	460	138	245	436	508	480	547	378	266	119	406	5		
Pictou.....	424	666	621	762	813	706	1008	588	224	256	272	311	293	251	373	201	324	15		
Queens.....	93	229	146	237	177	201	272	179	.....	51	55	121	32	76	92	26	147	2		
Richmond.....	253	274	317	331	253	183	145	89	19	12	6	18	16	33	20	16	32	1		
Shelburne.....	203	339	453	529	417	418	299	215	106	152	186	261	212	168	121	68	173	29		
Victoria.....	118	258	317	305	244	206	95	23	30	65	82	80	69	45	52	16	67	8		
Yarmouth.....	397	544	619	567	484	424	423	213	242	292	357	354	297	276	265	120	224	.....		
Total 1888.....	8477	10008	10085	11238	10279	8132	8655	5218	4813	4809	5043	5413	5003	3872	4357	2327	4269	195		
"    1887.....	7335	9749	10956	11258	10220	8108	8979	5603	4436	4932	5181	5380	5168	3889	4068	2378	4125	215		
Increase.....	1142	254	.....	.....	59	24	.....	.....	.....	.....	.....	33	.....	.....	289	.....	144	.....		
Decrease.....	.....	.....	871	20	.....	.....	324	386	123	138	138	.....	155	17	.....	51	.....	20		

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.—(CONTINUED).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis.....	108	28	9	135	23	6	134	23	6	135	25	6	126	20	9	123	24	6	123	24	6	16		
Antigonish.....	47	43	35	49	40	27	49	40	27	49	38	19	41	38	33	45	35	32	45	35	32	81		
Cape Breton.....	99	43	24	97	45	24	99	43	24	99	47	25	96	41	24	96	42	24	96	42	24	25		
Colchester.....	104	37	37	104	37	...	101	40	...	101	40	...	105	40	...	107	40	...	107	40	...	1		
Cumberland.....	57	44	5	48	24	5	78	24	5	78	24	5	129	22	4	129	27	5	129	27	5	5		
Digby.....	57	22	9	57	22	8	57	22	3	57	22	3	56	20	3	56	21	3	56	21	3	2		
Guysboro'.....	25	22	3	30	15	7	40	15	7	28	22	...	19	15	7	36	23	...	19	15	7	1		
Halifax.....	149	102	30	133	102	30	149	102	30	149	102	30	146	100	30	149	108	30	149	108	30	17		
" City.....	134	31	32	169	38	17	164	37	17	172	33	9	172	39	18	169	38	18	169	38	18	19		
Wants.....	14	4	2	14	4	2	14	4	2	14	4	2	14	4	2	14	4	2	14	4	2	...		
Inverness.....	189	17	30	217	17	12	310	30	12	223	30	12	176	15	25	167	21	21	167	21	21	33		
Kings.....	12	12	6	14	20	6	14	20	6	8	12	6	27	9	6	24	9	3	24	9	3	3		
Lunenburg.....	193	91	104	198	91	104	199	91	104	199	91	104	199	91	104	200	91	104	200	91	104	62		
Pictou.....	14	14	1	14	14	8	14	14	8	14	14	2	14	14	14	14	14	14	14	14	14	...		
Queens.....	10	6	12	10	6	12	10	6	12	10	6	12	14	4	3	17	6	3	17	6	3	8		
Richmond.....	38	41	27	38	56	29	52	61	12	38	39	8	46	34	7	56	39	9	56	39	9	5		
Shelburne.....	8	14	13	7	14	8	7	14	8	7	14	8	7	14	8	7	14	8	7	14	8	7		
Victoria.....	82	41	11	88	45	12	88	45	12	89	53	10	78	40	11	75	41	11	75	41	11	23		
Yarmouth.....	1340	612	390	1422	618	307	1577	630	290	1470	616	261	1465	556	308	1479	596	298	1479	596	298	258		
Total 1888.....	1435	585	568	1418	624	293	1400	697	296	1403	699	299	1277	594	333	1264	607	311	1264	607	311	283		
" 1887.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
Increase.....	...	27	...	4	...	14	177	...	...	67	...	...	188	...	...	215	...	...	215	...	...	...		
Decrease.....	95	...	178	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM —(CONTINUED).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	INDUSTRIAL DRAWING.		BOOK-KEEPING.		PHY. SCI.		BOT. ANY.		CHEMIS-TRY. (Inorg'ic.)		CHEMIS-TRY. (Agric'ul.)		PHYSI-OLGY.		GEO. LOGY.		LATIN.			GREEK.			FRENCH.			ZOO-LOGY.		ASTRO-NOMY.		GER-MAN.	
	Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.			Year.			Year.			Year.		Year.		Year.	
	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	
Annapolis...	44	1	108	24	52	16	16	22	15	7	28	64	39	16	2	36	8	2	4	1	1	5	1	5	1	5	1	5	1	5	
Antigonish...	44	26	49	42	51	60	60	22	2	14	22	66	28	12	2	22	15	24	5	4	55	9	21	8	3	27	27	27	27		
Cape Breton...	30	13	86	38	59	20	20	19	13	24	22	66	28	12	2	22	15	24	5	4	55	9	21	8	3	27	27	27	27		
Colchester...	15	...	94	35	36	...	...	46	...	...	26	32	...	...	...	26	32	...	...	...	11	13	...	...	...	...	...	...	...		
Cumberland...	47	...	102	...	33	7	7	18	2	2	2	27	14	5	1	27	14	5	1	6	13	8	...	...	...	...	...	...	...		
Digby...	19	3	48	8	35	8	8	36	...	1	24	10	2	2	2	24	10	2	2	3	...	...	...	...	...	...	...	...	...		
Guysboro'	...	...	21	22	7	5	5	22	...	1	5	5	...	...	...	5	5	...	...	...	...	...	...	...	...	...	...	...	...		
Halifax...	133	71	155	55	145	4	4	97	5	75	28	64	39	16	2	64	39	16	2	9	56	57	...	...	...	...	...	...	...		
" City...	1	...	125	32	17	8	8	32	27	20	22	66	28	12	2	66	28	12	2	6	1	...	...	...	...	...	...	...	...		
Hants...	...	14	10	...	...	...	...	4	...	2	...	12	4	2	...	12	4	2	...	2	8	2	2	...	...	...	...	...	...		
Inverness...	40	13	153	30	70	96	96	25	...	14	...	34	14	8	4	34	14	8	4	5	...	...	...	...	...	...	...	...	...		
Kings...	...	...	14	26	5	15	15	27	1	30	...	11	2	...	...	11	2	...	...	...	...	...	...	...	...	...	...	...	...		
Launenburg...	96	77	157	91	281	60	60	182	...	88	34	98	56	78	...	98	56	78	...	21	47	57	53	63	...	...	...	...	...		
Pictou...	...	...	...	...	14	5	5	1	...	...	...	13	9	3	...	13	9	3	...	3	...	...	...	...	...	...	...	...	...		
Queens...	7	...	4	5	1	1	1	2	1	...	...	2	...	...	...	2	...	...	...	...	67	6	3	...	...	...	...	...	...		
Richmond...	15	...	36	31	20	9	9	42	1	5	...	11	9	5	...	11	9	5	...	2	3	6	13	2	...	...	...	...	...		
Shelburne...	...	...	...	9	9	...	...	...	...	...	...	9	10	6	...	9	10	6	...	2	...	...	...	...	...	...	...	...	...		
Victoria...	...	...	...	15	54	20	...	40	...	6	...	24	26	6	...	24	26	6	...	5	2	42	35	10	...	...	...	...	...		
Yarmouth...	43	1	28	15	54	20	20	40	...	...	...	24	26	6	...	24	26	6	...	5	2	42	35	10	...	...	...	...	...		
Total 1888.	534	219	1185	458	889	334	334	587	67	289	62	498	285	164	15	498	285	164	15	72	82	228	100	63	3	35	35				
" 1887.	592	213	1004	406	790	461	461	480	72	275	111	350	247	196	34	350	247	196	34	82	66	272	174	130	66	33	29				
Increase	...	6	181	52	90	...	...	107	...	14	...	143	88	...	...	143	88	...	...	16	58	54	...	...	...	6	6				
Decrease	58	...	...	...	...	127	127	...	5	...	49	...	...	32	19	...	...	32	19	10	...	...	30	...	...	...	...	...			

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTRY.	LESSONS ON NATURE.										SINGING.		READING.								
	Grade.										By Theory.	By Note.	Grade.								
	Health.	Moral and Patriotic Duties.	Temperance.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.		
Annapolis.....	2645	2169	2837	544	346	364	442	892	248	371	280	27	708	739	445	431	508	454	302	436	837
Antigonish.....	1159	1330	587	346	255	351	250	205	152	153	88	146	275	724	336	579	427	310	347	323	119
Cape Breton.....	2789	2414	1992	711	393	497	470	287	298	315	266	.....	1866	1508	874	953	836	579	500	469	454
Colchester.....	2870	2949	2418	796	551	507	543	537	323	651	250	214	3406	1146	675	628	705	669	525	783	299
Cumberland.....	2788	2010	1483	1173	787	764	739	627	406	525	205	296	3130	1485	903	861	770	708	478	615	234
Digby.....	3386	3116	2986	1023	600	521	516	852	268	277	178	56	698	1101	630	574	575	414	302	308	189
Guysboro'.....	912	747	528	228	230	191	221	259	175	134	73	40	339	619	501	496	455	436	332	212	78
Halifax.....	3324	3437	3-27	644	678	367	324	297	164	121	117	464	4278	1064	876	824	798	765	635	414	192
" City.....	5660	5124	4522	1700	844	796	816	595	508	417	250	1859	3750	1575	844	796	816	595	462	463	250
Hants.....	2278	2409	1678	615	349	450	421	436	449	382	256	61	1389	1014	557	633	589	563	594	552	359
Inverness.....	2475	2327	1068	497	403	430	363	279	169	75	64	.....	352	1084	875	832	753	673	560	275	147
Kings.....	1816	1637	1221	402	737	383	409	364	327	359	288	116	970	739	514	535	567	501	439	447	398
Lunenburg.....	1847	1677	1471	527	466	437	392	387	338	246	114	.....	4153	972	814	799	759	682	481	278	129
Pictou.....	4104	3906	3040	563	598	548	527	461	408	520	588	286	4947	1029	1016	813	847	840	797	467	129
Queens.....	475	461	407	183	109	130	143	104	80	85	72	.....	885	453	290	235	293	225	170	177	105
Richmond.....	1038	1170	559	357	203	170	245	118	96	64	19	65	408	874	421	335	380	227	174	153	65
Shelburne.....	1792	1401	1502	429	340	356	368	269	200	196	124	35	1141	553	458	440	435	360	278	245	138
Victoria.....	1427	1299	888	213	243	233	224	198	127	98	17	92	519	399	357	372	366	354	288	155	44
Yarmouth.....	2140	1728	1416	610	476	363	396	398	293	253	171	82	2012	984	634	538	529	458	313	305	164
Total 1888.....	44925	41311	33330	11561	8608	7858	7809	6565	5034	5236	3420	3789	34326	18062	12020	11674	11408	9814	7820	7407	4168
" 1887.....	42489	37398	30097	10127	7665	7325	7428	6372	4755	5334	2587	2114	32626	17311	12606	11745	11588	10530	7777	7838	4803
Increase.....	2436	3913	3233	1434	943	533	381	193	249	.....	833	1675	1709	751	.....	.....	.....	.....	43	.....	.....
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	98	.....	.....	.....	.....	586	71	130	716	.....	431	135

**TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—(CONTINUED.)**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	SPELLING.								LANGUAGE.								GRAMMAR.		COMPOSITION.	
	Grade.								GRADE.								Grade.		Grade.	
	II.	III.	IV.	V.	VI.	VII.	VIII.	L.	IL.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	Grade.	VII.	VIII.	Grade.
Annapolis.....	445	481	508	454	302	436	337	527	328	408	474	448	260	403	341	249	270	249	270	270
Antigonish.....	552	599	429	311	351	319	130	364	299	474	448	333	286	550	191	277	138	277	138	138
Cape Breton.....	874	1045	839	588	493	469	454	824	613	830	807	583	497	468	480	335	396	468	480	396
Colchester.....	699	614	702	712	511	805	307	584	560	594	651	662	496	754	295	519	281	754	295	281
Cumberland.....	1179	863	855	700	482	612	238	651	578	780	756	684	451	579	307	305	203	579	307	203
Digby.....	680	574	575	414	302	308	189	910	547	529	560	404	298	308	189	270	180	308	189	270
Guyaboro'.....	500	494	459	440	325	211	81	351	334	405	389	372	285	479	193	261	83	479	193	83
Halifax.....	804	888	903	789	726	492	187	987	896	648	534	589	496	468	134	236	122	468	134	122
" City.....	844	796	816	595	462	463	250	1597	844	838	778	583	513	399	217	343	217	399	217	343
Hants.....	1011	481	571	565	621	597	490	673	455	552	594	639	540	723	353	556	250	723	353	556
Inverness.....	721	680	651	532	460	212	116	373	584	497	467	226	114	433	699	254	362	433	699	254
Kings.....	745	552	536	577	460	473	546	479	400	471	509	459	464	727	433	408	278	727	433	408
Lunenburg.....	947	823	760	673	566	305	139	519	516	521	574	558	385	607	214	295	116	607	214	295
Pictou.....	1046	813	844	856	638	807	467	691	764	682	755	745	583	863	461	509	400	863	461	509
Queens.....	439	262	291	209	208	197	100	66	85	71	232	155	135	345	92	138	59	345	92	138
Richmond.....	421	335	382	298	174	153	65	527	310	298	362	224	166	152	62	113	53	362	224	166
Shelburne.....	457	435	444	395	289	233	185	263	242	321	406	328	220	232	151	190	130	406	328	220
Victoria.....	319	291	365	290	243	141	34	251	285	296	220	126	41	185	364	131	163	285	296	220
Yarmouth.....	547	545	524	529	310	278	167	447	468	461	439	420	274	374	183	220	173	447	468	461
Total 1888.....	18447	11521	11454	9857	7923	7511	4432	11084	9108	9676	9985	8528	6504	9049	5359	5604	3373	9049	5359	5604
" 1887.....	14634	11563	11734	10447	7954	7909	4647	8812	8843	9470	9760	8982	7200	9540	5674	6290	4030	9540	5674	6290
Increase.....	1187	42	280	590	31	398	225	2272	265	208	226	454	696	491	215	686	147	491	215	686
Decrease.....																				

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—(CONTINUED).  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY,	GEOGRAPHY.								HISTORY.								ARITHMETIC.								ALGEBRA.	GEOM- ETRY.
	Grade.								Grade.								Grade.								Grade	Grade
	III.	IV.	V.	VI.	VII.	VIII.			V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.					VIII.	
Annapolis .....	295	384	451	291	434	340			297	239	416	387	657	433	429	500	459	300	437	345				233		222
Antigonish .....	427	291	392	233	271	155			356	219	253	137	600	413	567	430	417	306	263	119				177		116
Cape Breton .....	586	652	521	457	464	453			331	356	444	478	1096	844	955	851	581	500	463	456				361		254
Colchester .....	428	556	638	545	736	301			445	452	738	301	657	671	638	692	664	545	754	292				338		212
Cumberland .....	508	671	681	549	596	279			412	462	572	292	1388	862	877	829	711	457	584	277				259		210
Digby .....	434	484	406	302	308	188			336	283	238	188	1021	608	542	579	414	302	309	189				177		114
Guyaboro' .....	371	292	433	277	299	146			300	193	258	110	319	393	398	413	449	272	315	139				185		80
Halifax .....	397	502	496	484	376	121			486	423	401	327	962	878	897	714	826	621	423	124				164		96
" City .....	729	757	585	513	399	250			560	504	253	260	1535	844	824	798	592	567	353	250				220		37
Hants .....	431	568	571	520	560	371			408	514	535	368	948	556	598	590	567	554	508	348				314		261
Inverness .....	213	631	708	351	68	31			169	685	439	43	697	846	683	596	398	169	81	26				342		148
Kings .....	370	494	541	416	409	360			402	329	446	391	608	518	508	547	575	426	444	354				256		313
Lunenburg .....	341	433	468	464	436	194			278	327	320	173	833	843	691	649	617	390	174	332				119		119
Pictou .....	610	721	742	678	796	454			605	534	739	453	926	956	784	835	831	670	800	456				383		303
Queens .....	161	225	264	140	131	112			210	112	128	95	560	399	354	324	257	173	161	97				120		82
Richmond .....	175	305	189	163	129	64			112	106	122	50	567	296	334	384	231	169	150	65				43		37
Shelburne .....	240	359	354	281	234	147			272	244	254	146	470	413	433	437	843	279	245	148				153		126
Victoria .....	116	316	296	219	76	17			76	228	260	35	289	326	365	343	229	109	55	9				137		64
Yarmouth .....	376	473	462	342	277	164			334	345	264	168	938	612	550	544	445	335	286	158				164		91
Total 1888 .....	7208	9114	9198	7225	7049	4147			6389	6605	7120	4342	15001	11651	11438	11097	9638	7271	7011	4026				4358		2875
" 1887 .....	7304	8990	8968	7836	7520	4290			5897	6522	7466	4640	13257	11568	11332	11148	8972	7430	7353	4270				4490		2855
Increase .....	.....	124	230	.....	.....	.....			492	88	.....	.....	1744	83	56	.....	.....	.....	.....	.....				.....		20
Decrease .....	96	.....	.....	611	471	143			.....	.....	346	298	.....	.....	.....	.....	.....	159	342	244				.....		.....



TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—(CONTINUED).  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	WRITING.								INDUSTRIAL DRAWING.								BOOK-KEEP'G.	LATIN.
	Grade.								Grade.								Grade.	Grade.
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	VIII.
Annapolis.....	594	427	431	509	454	309	436	336	426	284	351	393	351	225	267	192	169	20
Antigonish.....	428	446	615	460	339	302	229	81	41	52	71	52	57	39	58	24	96	21
Cape Breton.....	846	792	959	854	571	508	472	433	202	153	273	271	114	135	99	136	110	9
Colchester.....	758	770	628	664	644	558	762	295	538	469	477	456	463	417	531	229	239	17
Cumberland.....	784	835	840	820	777	679	505	223	733	589	552	497	587	385	390	136	254	10
Digby.....	1010	610	584	571	414	302	309	189	858	548	501	504	376	261	275	126	81	.....
Guysboro'.....	445	475	509	451	448	267	156	72	65	87	109	108	114	76	64	18	77	7
Halifax.....	848	826	734	729	537	417	478	146	336	424	327	417	234	217	224	178	69	.....
" City.....	1606	844	788	816	595	462	463	248	1627	832	798	816	595	454	386	215	3	.....
Hants.....	757	525	600	583	559	594	513	356	436	299	363	479	334	381	287	181	218	5
Inverness.....	745	819	756	639	405	232	111	18	57	84	141	98	52	18	29	7	180	19
Kings.....	482	496	520	544	488	400	448	361	109	160	174	234	209	172	194	161	126	9
Lennoxburg.....	870	884	750	815	696	439	372	159	125	353	290	314	267	202	179	35	162	.....
Pictou.....	737	788	749	846	804	683	781	520	307	342	325	317	364	291	338	251	277	39
Queens.....	164	262	203	299	252	185	205	64	71	58	74	65	94	77	94	20	93	.....
Richmond.....	526	374	328	389	229	170	142	53	71	68	32	49	35	22	20	15	19	3
Shelburne.....	377	417	436	454	370	277	258	141	257	238	289	296	212	182	143	71	78	20
Victoria.....	344	256	348	355	269	162	74	16	89	92	130	83	78	29	10	.....	90	.....
Yarmouth.....	755	617	558	534	447	317	284	160	511	281	304	366	333	250	226	110	120	1
Total 1888.....	13076	11463	11346	11332	9293	7153	6998	3870	6849	5413	5581	5815	4869	3783	3514	2105	2456	180
" 1887.....	11518	10924	11474	11076	9845	7518	7410	4296	6741	4990	5082	5165	4936	3485	3499	2024	2523	431
Increase.....	1558	539	.....	266	.....	.....	.....	.....	108	423	499	650	.....	298	315	81	.....	.....
Decrease.....	.....	.....	128	.....	552	365	412	426	.....	.....	.....	.....	67	.....	.....	.....	67	251

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—(CONTINUED).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis .....	120	.....	2	132	8	4	132	8	4	132	8	4	132	8	4	125	7	3	127	8	4	.....	21	.....
Antigonish .....	54	35	24	51	28	24	51	28	24	51	28	24	51	32	.....	39	29	21	39	29	21	.....	23	.....
Cape Breton .....	126	64	15	96	64	15	96	64	15	78	51	15	96	64	15	93	64	15	93	64	15	.....	14	.....
Colchester .....	106	29	46	127	29	12	106	29	14	128	29	12	128	29	12	128	29	12	107	29	13	.....	9	.....
Cumberland .....	79	17	11	70	18	3	70	18	3	70	18	3	70	18	3	70	15	3	70	18	3	.....	6	.....
Digby .....	48	16	.....	33	26	5	33	26	5	33	26	5	33	26	5	32	26	5	33	26	5	.....	2	.....
Guysboro' .....	42	17	10	42	17	6	45	17	6	45	17	6	42	17	6	22	17	10	27	21	6	.....	.....	.....
Halifax .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" City .....	177	71	62	177	71	62	190	171	62	198	71	62	198	71	62	140	83	62	146	83	62	.....	16	.....
Hants .....	97	30	45	113	16	12	114	20	12	114	18	15	113	28	15	113	28	15	112	26	16	.....	25	.....
Inverness .....	18	5	.....	18	16	14	18	18	6	26	18	.....	30	22	5	30	22	5	30	22	5	.....	.....	.....
Kings .....	164	25	10	178	25	10	177	25	10	178	25	10	178	25	10	115	25	10	176	25	10	.....	12	.....
Laurenburg .....	42	14	1	42	4	6	16	.....	6	27	29	6	27	29	6	27	29	6	42	14	6	.....	2	.....
Pictou .....	194	93	118	186	105	63	186	105	63	179	195	63	179	195	63	178	95	63	178	95	63	.....	52	.....
Queens .....	13	15	3	13	15	5	15	15	4	13	15	5	13	15	5	13	15	5	13	15	5	.....	1	.....
Richmond .....	9	13	1	9	13	1	9	13	1	9	13	1	9	13	1	9	13	1	9	13	1	.....	1	.....
Shelburne .....	39	28	16	47	37	7	46	33	7	46	34	8	47	33	8	47	33	8	45	36	8	.....	12	.....
Victoria .....	11	13	4	11	2	.....	11	12	3	11	14	3	11	14	3	11	14	3	11	14	4	.....	.....	.....
Yarmouth .....	76	58	27	80	59	18	77	56	18	76	58	19	76	58	19	76	57	18	76	58	18	.....	18	.....
Total 1888 .....	1415	543	395	1425	563	257	1374	648	317	1429	594	237	1324	601	265	1334	596	265	1334	596	265	.....	214	.....
" 1887 .....	1343	610	412	1293	569	208	1361	553	249	1377	564	211	1177	495	233	1189	533	258	1189	533	258	.....	195	.....
Increase .....	72	.....	.....	132	.....	49	13	95	68	52	30	26	147	106	32	145	63	7	145	63	7	.....	19	.....
Decrease .....	.....	67	17	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—(CONTINUED).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	INDUSTRIAL DRAWING.		BOOK-KEEPING.		PHY. SICE.		BOT. ANY.		CHEMISTRY. (Inorg.)		CHEMISTRY. (AGRIC.)		PHYSIOLOGY.		GEOLOGY.		LATIN.			GREEK.			FRENCH.			ZOOLOGY.		ASTRONOMY.		GERMAN.	
	Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.			Year.			Year.			Year.		Year.		Year.	
	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	I.	II.	I.	II.		
Annapolis...	29	....	90	3	26	83	11	13	5	....	....	....	....	....	....	....	44	6	3	....	1	3	....	5	4	....	....	....	....	....	
Antigonish...	23	9	41	28	23	67	24	5	19	....	....	....	....	....	....	....	17	14	18	....	....	....	....	63	9	14	....	....	....	....	
Cape Breton...	22	3	42	30	31	65	25	12	10	....	....	....	....	....	....	....	22	12	3	2	3	....	....	9	10	3	....	....	....	....	
Colchester...	60	....	76	17	2	103	2	31	2	....	....	....	....	....	....	....	33	22	12	....	2	4	....	8	8	....	....	....	....	....	
Cumberland...	39	....	32	2	2	70	9	2	2	....	....	....	....	....	....	....	31	12	3	1	5	1	....	2	14	2	....	....	....	....	
Digby...	9	28	22	29	21	29	11	25	2	....	....	....	....	....	....	....	14	15	4	....	1	4	....	....	....	....	....	....	....	....	
Guysboro'	....	....	16	17	....	31	....	....	....	....	....	....	....	....	....	....	10	....	6	....	2	....	....	....	....	....	....	....	....	....	
Halifax	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
" City	91	117	147	71	60	163	101	12	31	....	....	....	....	....	....	....	71	31	28	6	8	12	....	42	48	6	....	....	....	47	
Hants...	16	....	68	2	97	94	8	34	22	....	....	....	....	....	....	....	44	18	6	1	1	....	....	10	6	....	....	....	....	....	
Inverness...	4	6	31	11	18	30	11	1	2	....	....	....	....	....	....	....	11	4	1	....	....	....	....	11	8	1	....	....	....	....	
Kings...	73	15	80	22	30	127	4	16	17	....	....	....	....	....	....	....	21	10	4	3	1	4	....	22	7	5	....	....	....	....	
Lunenburg...	....	....	62	....	40	59	1	3	22	....	....	....	....	....	....	....	6	3	....	1	....	....	....	....	....	....	....	....	....	....	
Pictou...	87	72	159	111	183	225	116	37	113	....	....	....	....	....	....	....	75	63	67	....	17	35	....	76	58	33	....	....	....	....	
Queens...	....	....	1	15	13	13	2	....	1	....	....	....	....	....	....	....	10	4	5	1	3	5	....	5	6	....	....	....	....	....	
Richmond...	5	6	9	13	....	4	....	....	1	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	
Shelburne...	2	....	27	30	23	41	4	3	10	....	....	....	....	....	....	....	9	9	5	2	2	5	....	5	16	4	....	....	....	....	
Victoria...	6	....	7	....	6	7	....	....	....	....	....	....	....	....	....	....	6	2	4	....	....	....	....	....	....	....	....	....	....	....	
Yarmouth...	51	45	17	31	4	63	24	4	13	....	....	....	....	....	....	....	19	26	12	1	7	1	....	95	64	25	....	....	....	....	
Total 1888.	517	301	927	432	579	1274	353	198	272	....	....	....	....	....	....	....	53	443	251	182	18	52	83	338	262	99	....	....	10	47	
" 1887.	490	183	936	351	461	1101	358	219	315	....	....	....	....	....	....	....	63	382	229	164	22	59	107	335	211	58	....	....	....	34	
Increase	27	118	....	81	118	173	....	....	....	....	....	....	....	....	....	....	....	61	22	18	....	....	....	....	3	51	41	....	....	10	13
Decrease	....	....	10	....	....	....	5	21	43	....	....	....	....	....	....	....	....	....	....	....	4	7	24	....	....	....	....	....	....	....	....

TABLE VII.

## PUBLIC SCHOOLS: RECORD OF VISITATION.

COUNTY.	WINTER TERM.			SUMMER TERM.		
	No. of Visits by Trustees and Secre- tary.	By Inspector.	By other Vis- itors.	No. of Visits by Trustees and Secre- tary.	By Inspector.	By other Vis- itors.
Annapolis .....	298	98	1167	230	97	1167
Antigonish .....	523	81	1286	425	87	1286
Cape Breton .....	840	87	1928	617	70	1928
Colchester .....	445	76	1711	343	127	1711
Cumberland .....	456	126	1720	375	136	1720
Digby .....	278	90	1034	261	87	1034
Guysboro' .....	327	54	1449	342	72	1449
Halifax .....	418	120	1230	266	96	1230
" City .....	161	99	873	201	32	873
Hants .....	359	107	1144	277	118	1144
Inverness .....	963	75	2379	890	76	2379
Kings .....	423	111	1106	249	114	1106
Lunenburg .....	139	132	2325	305	135	2325
Pictou .....	723	144	3304	479	144	3304
Queens .....	120	47	510	109	54	510
Richmond .....	437	60	951	351	55	951
Shelburne .....	275	54	995	166	72	995
Victoria .....	533	34	1004	384	61	1004
Yarmouth .....	393	94	1393	342	91	1393
Total 1888....	8111	1689	27509	6612	1724	27509

TABLE VIII.—PUBLIC SCHOOLS: TIME IN SESSION.

COUNTY.	WINTER TERM.						SUMMER TERM.					
	No. of Schools open this term.	No. in session less than 80 days during this term.	No. in session 80 days or upw'ds, but less than 100.	Total No. in session less than 100 days.	No. in session 100 days or upw'ds, but less than 100.	Average No. of days all schools were in session.	No. of Schools open this term.	No. of Schools in session less than 80 days during this term.	No. in session 80 days or upw'ds, but less than 100.	Total No. in session less than 100 days.	No. in session 100 days or upw'ds, but less than 100.	Average No. of days all schools were in session.
Annapolis .....	101	6	5	11	34	56	109	8	12	20	29	99.7
Antigonish .....	86	.....	1	1	19	66	90	4	8	12	14	101.2
Cape Breton .....	143	8	0	17	28	98	148	12	9	21	23	100.2
Colchester .....	130	6	7	13	52	66	143	6	17	23	49	99.4
Cumberland .....	144	5	6	11	62	71	162	11	14	25	64	99.3
Digby .....	92	4	4	8	32	52	86	2	6	8	24	102.8
Guysboro' .....	74	5	2	7	17	50	37	3	11	13	16	101.1
Halifax .....	120	5	4	9	47	64	136	13	18	31	20	102.
“ City .....	107	.....	.....	.....	.....	107	111	3	108	111	.....	95.
Hants .....	113	4	4	8	39	66	121	3	12	15	82	102.8
Inverness .....	151	20	7	27	33	91	157	24	12	36	18	98.
Kings .....	114	12	17	29	24	61	115	4	33	37	30	98.6
Lunenburg .....	150	6	6	12	49	89	140	4	9	13	36	102.4
Pictou .....	162	7	.....	7	58	97	166	5	6	11	51	102.5
Queens .....	48	.....	1	1	14	33	56	4	4	8	14	100.1
Richmond .....	66	1	1	2	15	49	76	4	10	14	11	100.8
Shelburne .....	79	4	1	5	46	28	76	1	10	11	27	102.
Victoria .....	66	4	9	13	15	38	81	16	5	21	7	94.
Yarmouth .....	99	.....	2	2	67	30	96	1	4	5	65	102.7
Total 1888 .....	2045	97	86	183	651	1211	2166	127	308	485	530	100.2
“ 1887 .....	2042	76	77	153	555	1334	2123	87	278	365	540	103.1
Increase .....	3	21	9	30	96	123	43	40	30	70	10	2.9
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE IX.—COMPARATIVE STATEMENT OF EXPENDITURE OF GOVERNMENT GRANTS TO COMMON SCHOOLS, AND OF SECTIONAL ASSESSMENT.

COUNTY.	GOVERNMENT GRANTS.										Amount voted at last Annual Meeting for school purposes, exclusive of building and repairs.	Amount voted for building and repairs.	
	WINTER TERM.					SUMMER TERM.							
	No. of Schools in session.	No. of Pupils registered.	Sum of Government Grants.	Cost to Government per pupil.	No. of Schools in session.	No. of Pupils registered.	Sum of Government Grants.	Cost to Government per pupil.					
Annapolis.....	20598	101	3653	\$4276 63	\$1 17	109	3829	\$4436 88	\$1 16	109	3829	\$12185 00	\$3094 00
Antigonish.....	18060	86	3393	3590 06	1 05	90	3570	3611 71	1 01	90	3570	7098 00	305 00
Cape Breton.....	31258	143	6076	5657 98	0 93	148	6325	5918 41	0 93	148	6325	17507 00	3661 00
Colchester.....	26720	130	5121	5355 44	1 04	143	5589	5746 28	1 02	143	5589	17659 00	2192 00
Cumberland.....	27368	144	5708	5721 86	1 00	162	6433	6122 36	0 95	162	6433	17060 00	8409 00
Digby.....	19881	92	3769	3705 34	0 98	96	4152	3879 46	0 98	96	4152	9954 00	969 00
Guysboro'.....	17808	74	2978	2832 29	0 95	87	3287	3219 24	0 98	87	3287	8538 00	4646 00
Halifax.....	31817	120	5225	4815 59	0 92	136	5576	5421 08	0 97	136	5576	18388 00	1401 00
" City.....	36100	107	5862	4953 73	0 84	111	6238	5094 48	0 81	111	6238	78000 00	4000 00
Hants.....	23359	113	4506	4731 71	1 05	121	5028	5044 31	1 00	121	5028	16951 00	2158 00
Inverness.....	25651	151	5209	5712 58	1 09	157	5921	5883 36	1 10	157	5921	6194 00	1248 00
Kings.....	23469	114	4656	4659 93	1 00	115	4368	4639 23	1 06	115	4368	14259 00	1015 00
Lunenburg.....	28583	150	6220	5367 39	0 86	140	5650	5205 39	0 92	140	5650	15252 00	4755 00
Pictou.....	35535	162	6447	6767 60	1 05	166	6877	6811 80	0 99	166	6877	21821 00	2851 00
Queens.....	10577	48	1379	1915 71	1 01	56	1990	2100 46	1 05	56	1990	4856 00	795 00
Richmond.....	15121	66	2209	2677 23	1 16	76	2656	2847 20	1 07	76	2656	3673 00	368 00
Shelburne.....	14913	79	3266	3073 41	0 94	76	3054	2984 71	0 97	76	3054	9313 00	2100 00
Victoria.....	12470	66	2074	2196 19	1 05	81	2565	2530 28	0 98	81	2565	3667 00	519 00
Yarmouth.....	21234	99	4235	4094 14	0 96	96	4074	4003 86	0 98	96	4074	17991 00	1962 00
Total 1888.....	440572	2045	82487	\$82064 81	\$0 99	2166	86582	\$85500 00	\$0 98	2166	86582	\$300366 00	\$45948 00
" 1887.....	440572	2042	84217	85180 27	1 01	2123	86731	86937 01	1 00	2123	86731	290544 05	46671 50
Increase.....	.....	3	.....	.....	.....	43	.....	.....	.....	43	.....	9821 95	.....
Decrease.....	.....	.....	1731	3125 46	0 02	.....	149	1437 01	0 02	.....	149	.....	723 50

TABLE 2. PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, 1888.

STATIONS.	A.				MALE B.				FEMALE B.				MALE C.			
	Candidates for Grade A.	Received Grade A.	Received Grade B.	Received Grade C.	Total Candidates.	Male Candidates.	Female Candidates.	Candidates for Grade B.	Received Grade B.	Received Grade C.	Received Grade D.	Failed.	Candidates for Grade C.	Received Grade C.	Received Grade D.	Failed.
Amherst.....	6	..	..	..	41	35	34	..	3	..	2	..	..	..	1	1
Antigonish.....	36	..	..	..	70	34	18	..	..	..	..	..	..	..	7	10
Arichat.....	17	..	..	..	35	17	13	..	..	..	..	..	..	..	1	1
Baddeck.....	24	..	..	..	49	24	19	..	3	1	1	1	..	..	2	6
Barrington.....	5	..	..	..	24	5	21	..	..	..	..	..	..	..	..	1
Bridgetown.....	29	..	..	..	61	29	31	..	6	5	..	..	..	..	..	3
Cheticamp.....	17	..	..	..	25	17	8	..	1	2	..	..	..	..	..	..
Clare.....	2	..	..	..	20	2	18	..	..	..	..	..	..	..	..	..
Digby.....	6	..	..	..	21	6	14	..	..	..	..	..	..	..	..	..
Guyaboro'.....	6	..	..	..	27	6	21	..	..	..	..	..	..	..	..	..
Halifax.....	7	2	2	..	72	50	22	..	..	..	..	1	..	..	..	..
Kentville.....	18	2	1	..	68	18	50	..	3	4	1	..	..	..	..	..
Liverpool.....	5	..	..	..	36	5	31	..	1	..	..	..	..	..	..	..
Lunenburg.....	8	..	..	..	51	8	43	..	..	..	..	..	..	..	..	..
Margaret Forks.....	16	..	..	..	31	16	15	..	..	..	..	..	..	..	..	..
New Glasgow.....	21	..	..	..	46	21	25	..	3	2	..	..	..	..	..	..
Normal School.....	20	..	..	..	94	20	74	..	10	6	..	..	..	..	..	..
Pictou.....	18	..	..	..	55	18	37	..	4	..	..	..	..	..	..	..
Port Hawkesbury.....	1	..	..	..	13	1	12	..	2	..	..	..	..	..	..	..
Port Hood.....	27	..	..	..	60	27	33	..	6	1	2	..	..	..	..	..
Shelburne.....	9	..	..	..	36	9	27	..	3	..	..	..	..	..	..	..
Sherbrooke.....	8	..	1	..	27	8	19	..	..	..	..	..	..	..	..	..
Sydney.....	53	..	..	..	102	33	69	..	5	2	..	..	..	..	..	..
Tatamagouche.....	7	..	..	..	43	7	36	..	1	1	..	..	..	..	..	..
Truro.....	14	..	..	..	63	14	49	..	3	3	..	..	..	..	..	..
Windsor.....	8	..	..	..	44	8	36	..	2	..	..	..	..	..	..	..
Yarmouth.....	5	..	..	..	42	5	37	..	2	..	..	..	..	..	..	..
Total 1888.....	373	918	1291	..	1291	373	918	86	48	30	9	2	56	29	21	4
" 1887.....	413	1011	1424	..	1424	413	1011	101	34	46	16	2	79	33	18	7
Increase.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Decrease.....	40	93	133	..	133	40	93	15	14	16	13	..	23	8	12	5

TABLE X.—(CONTINUED). PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, 1888.

STATIONS.	FEMALE C.			MALE D.			FEMALE D.		Total received Grade A.	Total received Grade B.	Total received Grade C.	Total received Grade D.	Total received Licenses.	No. rec'd high or Grade than held before.	No. rec'd same held before.	No. rec'd lower than held before.	New applicants.	No. rec'd Grade applied for.	No. rec'd lower than Grade than applied for.	No. failed.
	Candidates for Grade C.	Received Grade C.	Failed Grade D.	Candidates for Grade D.	Received Grade D.	Failed.	Candidates for Grade D.	Received Grade D.												
Amherst	22	7	10	5	3	5	11	4	1	1	6	13	23	5	4	2	16	12	1	81
Antigonish	28	9	4	11	6	13	14	3	1	1	16	16	23	10	4	4	24	13	4	27
Arichat	8	1	7	1	6	16	18	3	4	4	11	17	17	1	1	1	10	13	7	23
Baddeck	11	7	4	11	5	16	14	3	4	4	21	17	17	7	7	7	19	12	2	27
Barrington	35	12	11	11	3	14	14	3	2	2	21	17	17	3	3	3	22	13	9	27
Bridgetown	6	3	3	1	6	10	12	5	1	1	6	7	6	1	1	1	6	6	1	14
Chatham	14	5	9	1	1	12	13	2	1	1	6	7	10	1	1	1	11	8	1	15
Clare	17	5	12	1	1	13	17	2	2	2	12	23	33	10	10	10	19	13	15	31
Digby	33	7	22	11	3	16	11	8	1	1	15	17	33	8	8	8	24	15	17	31
Guysboro'	19	11	8	1	1	10	11	6	2	2	12	17	24	1	1	1	19	13	17	27
Halifax	24	9	15	4	4	16	27	11	1	1	11	18	24	2	2	2	23	15	17	31
Kentville	16	3	13	1	1	16	17	1	1	1	12	17	24	1	1	1	19	13	17	31
Lunenburg	27	11	16	4	4	16	27	11	1	1	11	18	24	2	2	2	23	15	17	31
Margaret Forks	14	6	8	2	2	10	10	8	5	5	16	18	24	1	1	1	19	13	17	31
New Glasgow	46	25	21	3	3	12	11	5	21	21	37	25	33	35	11	11	31	18	14	16
Normal School	19	4	15	1	1	18	14	8	3	3	13	17	33	0	0	0	24	15	17	31
Pictou	18	7	11	3	3	12	11	5	5	5	16	18	24	1	1	1	19	13	17	31
Port Hawkesbury	15	4	11	1	1	10	11	5	3	3	13	17	33	0	0	0	24	15	17	31
Port Hood	15	4	11	1	1	10	11	5	3	3	13	17	33	0	0	0	24	15	17	31
Shelburne	15	4	11	1	1	10	11	5	3	3	13	17	33	0	0	0	24	15	17	31
Sherbrooke	9	2	7	2	2	5	7	3	3	3	13	17	33	0	0	0	11	8	10	40
Sydney	41	6	35	16	2	19	21	3	5	5	16	18	24	4	4	4	11	8	10	40
Tatamagouche	13	3	10	1	1	8	9	2	3	3	13	17	33	0	0	0	11	8	10	40
Truro	37	21	16	1	1	16	23	14	3	3	13	17	33	0	0	0	23	15	17	31
Windsor	10	9	1	1	1	9	13	5	1	1	6	7	6	6	6	6	19	13	11	16
Yarmouth	25	13	12	1	1	11	11	6	4	4	15	13	26	6	3	3	19	23	11	16
Total 1888	513	170	343	100	31	69	349	119	10	79	282	344	715	171	83	4	455	468	247	576
" 1887	575	191	384	98	26	60	357	76	4	62	352	365	783	186	138	23	416	433	350	641
Increase	62	21	27	5	5	1	8	43	6	17	70	21	68	15	73	19	39	36	103	65
Decrease			14																	



TABLE XI.

GOVERNMENT AID TO POOR SECTIONS.

TY.	Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	Winter Term.	Summer Term.	
.....	\$92 57	\$136 11	\$228 68
.....	95 38	107 26	202 64
.....	121 61	114 27	235 88
.....	99 55	150 00	249 55
.....	109 10	150 00	259 10
.....	138 93	142 32	281 25
.....	45 19	71 40	116 59
.....	65 16	90 78	155 94
.....	96 54	134 79	231 33
.....	57 27	86 67	143 94
.....	96 54	150 00	246 54
.....	95 46	86 12	181 58
.....	87 40	111 41	198 81
.....	53 97	110 13	164 10
.....	77 92	92 07	169 99
.....	42 65	28 98	71 63
.....	48 79	48 70	97 00
.....	83 06	56 58	139 64
al 1888....	\$1507 00	\$1867 19	\$3374 19
1887....	1769 66	2094 93	3864 59
e.....	.....	.....	.....
se.....	262 66	227 74	490 40

TABLE XII.

## POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools.		Amount of County Asses paid to these Schools over above ordinary allowance.		
	Winter Term.	Summer Term.	Winter Term.	Summer Term.	Total
Annapolis, County of.....	15	19	\$100 00	\$121 04	\$221 04
Antigonish, ".....	13	17	93 85	120 32	214 17
Cape Breton, ".....	17	16	105 51	98 20	203 71
Colchester, ".....	13	22	88 20	139 52	227 72
Cumberland, ".....	18	22	114 84	128 45	243 29
Digby, District of.....	16	14	110 76	108 95	219 71
Clare, ".....	7	9	53 58	68 30	121 88
Guysboro' ".....	4	6	29 47	42 83	72 30
St. Mary's, ".....	3	5	21 83	29 10	50 93
Halifax, County of.....	9	19	90 20	131 38	221 58
Hants, District of East....	9	13	55 34	79 05	134 39
" " West....	8	11	51 95	83 06	135 01
Inverness, County of.....	12	14	71 80	100 94	172 74
Kings, ".....	20	25	131 12	185 28	316 40
Lunenburg and New Dublin	9	6	58 21	40 52	98 73
Chester, District of.....	3	2	19 58	20 34	40 92
Pictou, County of.....	16	16	79 09	106 78	185 87
Queens, ".....	6	12	37 73	77 12	114 85
Richmond, ".....	14	16	108 43	104 22	212 65
Shelburne, District of.....	4	2	18 89	11 33	30 22
Barrington, ".....	1	3	8 68	22 89	31 57
Victoria, County of.....	7	5	62 09	36 58	98 67
Yarmouth, District of.....	7	5	44 71	37 08	81 79
Argyle, ".....	4	4	35 35	35 34	70 69
Total 1888.....	235	284	1591 21	1929 62	3520 83
" 1887.....	255	301	1743 08	2024 06	3767 14
Increase.....	.....	.....	.....	.....	.....
Decrease.....	20	17	151 87	94 44	246 31

TABLE XIII.

# APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR WINTER TERM ENDED APRIL 30, 1888.

MUNICIPALITIES.	Grand total days' at- tendance made by all the pupils.	On account of Teach- ers employed.	On account of aver- age attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount appor- tioned.	Amount per Pupil in attendance the Full Term.
Annapolis .....	\$236321	\$1265 15	\$1667 42	\$37 50	\$120 00	\$3090 07	.79
Antigonish .....	195898	1110 41	1598 59	.....	.....	2709 00	.93
Cape Breton .....	390263	1756 42	2927 91	.....	.....	4684 33	.86
Colchester .....	331902	1418 33	1853 26	37 50	180 00	3489 09	.80
Cumberland .....	336715	1788 41	2250 74	37 50	30 00	4106 65	.76
Digby .....	149092	758 73	946 81	.....	109 56	1815 10	.72
Clare .....	90417	426 34	669 81	.....	70 44	1166 59	.86
Guysboro' .....	127120	626 07	1247 36	26 98	21 59	1922 00	1.13
St. Mary's .....	52220	299 25	429 82	10 52	8 41	748 00	.93
Halifax County .....	340536	1276 02	2699 16	112 50	69 00	4147 68	1.10
Hants, East .....	129020	697 96	767 65	33 23	53 16	1552 00	.68
"    West .....	143266	595 50	945 89	41 77	66 84	1650 00	.93
Inverness .....	295919	1794 41	2052 59	.....	.....	3847 00	.80
Kings .....	269883	1377 55	2068 45	75 00	.....	3521 00	.86
Lunenburg and New Dublin .....	307050	1514 72	1919 69	61 57	24 63	3520 61	.71
Chester .....	58583	315 24	433 80	13 43	5 37	767 84	.84
Pictou .....	436111	2012 37	3212 24	37 50	90 00	5352 11	.84
Queens .....	120540	609 50	975 07	.....	.....	1584 57	.92
Richmond .....	135701	856 46	1307 69	.....	120 00	2284 15	1.06
Shelburne .....	113921	552 13	545 17	.....	62 20	1159 50	.56
Barrington .....	100641	407 24	612 41	.....	57 80	1077 45	.71
Victoria .....	121131	781 65	1088 35	.....	.....	1870 00	1.05
Yarmouth .....	189652	761 62	932 88	.....	32 45	1726 95	.58
Argyle .....	120037	501 54	936 54	.....	27 55	1465 63	.88
Total 1888....	4782939	23503 02	34089 30	525 00	1140 00	59257 32	.84
"    1887....	5007638	24207 21	33608 91	525 00	1140 00	59481 12	.79
Increase .....	.....	.....	480 39	.....	.....	.....	.05
Decrease .....	224699	704 19	.....	.....	.....	223 80	.....

TABLE XIV.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR  
SUMMER TERM ENDED OCTOBER 31, 1888.

MUNICIPALITIES.	Grand total days' at- tendance made by all the pupils.	On account of Teach- ers employed.	On account of aver- age attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount appor- tioned.	Amount per Pupil in attendance the Full Term.
Annapolis .....	\$221340	\$1365 56	\$1604 10	.....	\$120 00	\$3089 66	.75
Antigonish .....	167100	1136 96	1572 04	.....	.....	2709 00	.96
Cape Breton .....	344290	1817 53	2825 57	.....	30 00	4673 10	.85
Colchester .....	324825	1596 71	1705 06	37 50	150 00	3489 27	.65
Cumberland .....	349281	2183 99	1754 11	75 00	90 00	4103 10	.55
Digby .....	140844	783 51	954 03	22 83	54 78	1815 15	.70
Clare .....	101581	486 04	630 81	14 67	35 22	1166 74	.64
Guysboro' .....	118619	731 83	1141 60	26 98	21 59	1922 00	.96
St. Mary's .....	50611	364 67	364 40	10 52	8 41	748 00	.73
Halifax County .....	329375	1482 97	2594 53	37 50	60 00	4175 00	.95
Hants, East .....	133318	776 19	716 00	33 23	26 58	1552 00	.55
" West .....	149938	675 63	895 99	41 77	33 42	1646 81	.71
Inverness .....	253453	1919 91	1897 09	.....	30 00	3847 00	.79
Kings .....	238821	1450 64	1964 36	75 00	30 00	3520 00	.86
Lunenburg and New Dublin .....	267204	1427 07	2036 91	30 78	24 63	3519 39	.79
Chester .....	50718	309 08	446 60	6 72	5 37	767 77	.90
Pictou .....	406720	2092 31	3110 19	37 50	90 00	5330 00	.79
Queens .....	120806	720 04	836 51	.....	30 00	1586 55	.70
Richmond .....	142363	960 90	1187 07	.....	120 00	2267 97	.85
Shelburne .....	103700	522 07	590 78	.....	46 65	1159 50	.60
Barrington .....	89909	418 82	615 28	.....	43 35	1077 45	.72
Victoria .....	115408	916 96	953 04	.....	.....	1870 00	.86
Yarmouth .....	164946	730 72	963 78	.....	32 45	1726 95	.61
Argyle .....	110552	484 26	953 84	.....	27 55	1465 65	.91
Total 1888 .....	4494722	25354 37	32313 69	450 00	1110 00	59228 06	.76
" 1887 .....	4877745	24975 11	32866 15	525 00	1200 00	59566 26	.73
Increase .....	.....	379 26	.....	.....	.....	.....	.03
Decrease .....	383023	.....	552 46	75 00	90 00	338 20	....

TABLE XV.—EXPENDITURE OF GOVERNMENT FUNDS—PUBLIC SCHOOLS, COUNTY ACADEMIES, &amp;c.

COUNTY.	COMMON SCHOOLS.			County Academies for the year.	Total assignable to Counties.	OTHER SERVICES AND TOTAL EXPENDITURE FOR EDUCATION.
	Paid to Teachers—Winter Term.	Paid to Teachers—Summer Term.	TOTAL.			
Annapolis.....	\$4276 63	\$4436 88	\$8713 51	\$500 00	\$9213 51	Inspectors' Salaries ..... \$11500 00
Antigonish.....	3590 06	3611 71	7201 77	1000 00	8201 77	" Stationery, Postage, &c..... 500 00
Cape Breton.....	5657 98	5918 41	11576 39	1000 00	12576 39	Examination ..... 786 95
Colchester.....	5855 44	5746 28	11601 72	1000 00	12601 72	Travelling Expenses, Normal School Pupils ..... 946 60
Cumberland.....	5721 86	6122 36	11844 22	500 00	12344 22	Salaries..... 3000 00
Digby.....	3705 34	3879 46	7584 80	500 00	8084 80	Travelling Expenses, Superintendent..... 400 00
Guyvboro'.....	2832 29	3219 24	6051 53	500 00	6551 53	Office Expenses, (Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, &c.... 1082 59
Halifax.....	4815 59	5421 08	10236 67	.....	10236 67	Total..... 18216 14
" City.....	4953 73	5094 48	10048 21	1720 00	11768 21	Lost Column ..... 180811 48
Hants.....	4731 71	5044 31	9776 02	500 00	10276 02	Total for Public Schools, 1888 ..... 199027 62
Inverness.....	5712 58	5883 36	11595 94	450 00	12045 94	" " 1887 ..... 203554 19
Kings.....	4659 93	4639 23	9299 16	500 00	9799 16	Decrease..... \$4536 57
Lunenburg.....	5867 39	5205 39	10572 78	500 00	11072 78	Total for Public Schools..... \$199027 62
Pictou.....	6767 60	6811 80	13579 40	1720 00	15299 40	" Institution for Deaf & Dumb, and Halifax School for the Blind.... 3885 00
Queens.....	1915 71	2100 46	4016 17	500 00	4516 17	" Normal and Model Schools..... 6608 70
Richmond.....	2877 23	2847 20	5424 43	468 67	5891 10	" School of Agriculture ..... 1674 97
Shelburne.....	3073 41	2984 71	6058 12	500 00	6558 12	Total Expenditure, 1888..... 211196 29
Victoria.....	2196 19	2530 28	4726 47	450 00	5176 47	" " 1887..... 216085 28
Yarmouth.....	4094 14	4008 36	8097 50	1000 00	9097 50	Decrease..... \$4888 99
Total 1888.....	82004 81	85500 00	167504 81	12306 67	180811 48	
" 1887.....	85130 27	86937 01	172067 28	12693 33	184760 61	
Increase.....	.....	.....	.....	613 34	.....	
Decrease.....	3125 46	1437 01	4562 47	.....	3949 13	



**TABLE XVI—AVERAGE SALARY OF FEMALE TEACHERS FOR THE SCHOOL YEAR 1887-8.**  
**FROM RATES PAID DURING TERM ENDED APRIL 30TH, 1888.**

COUNTY.	ANNUAL AVERAGE SALARY OF FEMALE TEACHERS.									
	1ST CLASS—GRADE B.			2ND CLASS—GRADE C.			3RD CLASS—GRADE D.			
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Total.
Annapolis .....	\$116 86	\$216 67	\$333 53	\$37 64	\$120 00	\$207 64	\$58 44	\$90 35	\$148 79	
Antigonish .....	116 86	155 00	271 86	37 64	108 10	195 74	58 44	89 13	147 57	
Cape Breton .....	116 86	191 43	308 29	37 64	157 50	245 14	58 44	91 38	149 82	
Colchester .....	116 86	183 07	299 93	37 64	138 80	226 44	58 44	88 93	147 37	
Cumberland .....	116 86	147 00	263 86	37 64	130 00	217 64	58 44	97 00	155 44	
Digby .....	116 86	198 57	315 43	37 64	109 26	196 90	58 44	104 29	162 79	
Guysboro' .....	116 86	140 00	256 86	37 64	135 00	222 64	58 44	106 00	164 44	
Halifax .....	116 86	212 00	328 86	37 64	138 00	270 64	58 44	101 00	159 44	
" City .....	116 86	342 00	458 86	37 64	284 00	371 64	58 44	225 00	283 44	
Hants .....	116 86	173 71	290 57	37 64	138 13	225 77	58 44	104 34	162 78	
Inverness .....	116 86	80 00	196 86	37 64	96 00	183 64	58 44	74 00	132 44	
Kings .....	116 86	197 77	314 63	37 64	127 48	215 10	58 44	99 58	158 02	
Lunenburg .....	116 86	142 00	258 86	37 64	132 28	219 92	58 44	104 71	163 15	
Pictou .....	116 86	145 55	262 41	37 64	121 28	208 92	58 44	105 22	163 66	
Queens .....	116 86	190 00	306 86	37 64	129 72	217 36	58 44	96 00	154 44	
Richmond .....	116 86	80 00	196 86	37 64	85 88	173 52	58 44	82 90	141 34	
Shelburne .....	116 86	210 00	326 86	37 64	146 13	233 77	58 44	102 00	160 44	
Victoria .....	116 86	240 00	356 86	37 64	156 00	243 64	58 44	79 40	137 84	
Yarmouth .....	116 86	199 00	315 86	37 64	177 50	265 14	58 44	110 64	169 08	
Total 1888 .....	116 86	181 25	298 11	87 64	140 84	228 48	58 44	102 73	161 17	
" 1887 .....	120 00	184 69	304 69	90 00	140 56	230 56	60 00	102 32	162 32	
Increase .....	3 14	3 44	6 58	2 36	28	2 08	1 56	41	1 15	
Decrease .....										

**TABLE XVI.—AVERAGE SALARY OF MALE TEACHERS FOR THE SCHOOL YEAR 1887-8.**  
**FROM RATES PAID DURING TERM ENDED APRIL 30TH, 1888.**

**TEACHERS' SALARIES.**

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COUNTY.	ANNUAL AVERAGE SALARY OF MALE TEACHERS.									
	1ST CLASS—GRADES A AND B.			2ND CLASS—GRADE C.			3RD CLASS—GRADE D.			Total.
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.		
Annapolis .....	\$116 86	\$353 42	\$470 28	\$37 64	\$167 89	\$255 53	\$58 44	\$152 50	\$210 94	
Antigonish .....	116 86	229 00	345 86	87 64	144 00	231 64	58 44	97 27	155 71	
Cape Breton .....	116 86	293 25	410 11	87 64	115 62	203 26	58 44	91 90	150 34	
Colchester .....	116 86	320 50	437 36	87 64	173 50	261 14	.....	.....	.....	
Cumberland .....	116 86	303 00	419 86	87 64	182 00	269 64	58 44	184 00	242 44	
Digby .....	116 86	273 33	390 19	87 64	185 00	272 64	58 44	190 00	248 44	
Guyaboro' .....	116 86	285 00	401 86	87 64	145 00	232 64	58 44	108 00	166 44	
Halifax .....	116 86	342 00	458 86	87 64	239 00	326 64	58 44	154 00	212 44	
" City .....	116 86	664 00	780 86	.....	.....	.....	.....	.....	.....	
Hants .....	116 86	343 33	460 19	87 64	235 11	322 75	58 44	145 00	203 44	
Inverness .....	116 86	168 00	284 86	87 64	112 00	199 64	58 44	94 00	152 44	
Kings .....	116 86	329 33	446 19	87 64	197 12	284 76	58 44	159 33	217 77	
Lunenburg .....	116 86	299 00	415 86	87 64	142 00	229 64	58 44	113 50	171 94	
Pictou .....	116 86	384 77	501 63	87 64	156 62	244 26	58 44	126 75	185 19	
Queens .....	116 86	340 00	456 86	87 64	145 00	232 64	.....	.....	.....	
Richmond .....	116 86	180 00	296 86	87 64	121 00	208 64	58 44	95 00	163 44	
Shelburne .....	116 86	267 00	393 86	87 64	197 00	284 64	58 44	122 00	180 44	
Victoria .....	116 86	246 00	362 86	87 64	118 00	205 64	58 44	87 10	145 54	
Yarmouth .....	116 86	476 00	592 86	87 64	217 50	305 14	58 44	188 00	246 44	
Total 1888 .....	116 86	320 88	437 74	87 64	166 29	253 93	58 44	131 77	190 21	
" 1887 .....	120 00	318 01	438 01	90 00	183 57	273 57	60 00	122 87	182 87	
Increase .....	.....	2 87	.....	.....	.....	.....	.....	8 90	7 34	
Decrease .....	3 14	.....	27	2 36	17 28	19 64	1 56	.....	.....	

TABLE XVII.—COUNTY ACADEMIES.

ACADEMY.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, AGE, &c.														No. of Males.	No. of Females.
		No. of Teachers.	No. of Assistants.	No. of Depart- ments.	No. of Pupils en- rolled durg year.	Average No. of Pupils daily pre- sent durg year.	Average No. of Pupils daily pre- sent during win- ter term.	Average No. of Pupils daily pre- sent during sum- mer term.	No. of 1st years Pupils.	No. of 2nd years Pupils.	No. of 3rd years Pupils.	No. of Pupils be- longing to Sec- tion.	No. of Pupils be- longing to Co- munity.	No. of Pupils un- der 15 years of age.	No. of Pupils over 15 years of age.	Average age of Pupils.				
Annapolis	W. M. McVicar, A.M.	1	1	1	36	18.5	17.7	19.1	21	11	4	23	13	8	28	15.5	16	20		
Antigonish	Rev. N. McNeil, D.D.	2	2	4	112	61.5	76.2	46.7	36	41	35	33	35	44	20	92	17.	76	36	
Cape Breton	B. McKittrick, B.A.	2	2	2	78	43.2	48.1	38.4	29	25	24	41	21	16	43	16.5	42	36		
Colchester	W. R. Campbell, B.A.	2	2	3	117	57.4	60.	38.	63	42	12	99	11	7	62	15.	60	57		
Cumberland	H. S. Freeman, B.A.	1	1	1	59	34.2	41.7	25.2	32	22	5	51	8	46	13	16.	21	38		
Digby	Frank Jones, B.A.	1	1	1	42	20.	21.6	18.2	13	24	5	30	11	1	31	16.	22	20		
Guysboro'	W. H. Magee	1	1	1	41	18.8	18.6	19.	13	21	7	80	9	2	15	14.	14	27		
Halifax	I. M. Longley, R.A.	6	6	6	252	164.3	169.3	171.3	122	103	57	235	43	4	161	121	14.	151	131	
Hants	Rev. Edwin Gilpin, D.D.	1	1	1	51	25.9	25.1	29.2	19	20	12	46	3	2	12	39	15.8	19	32	
Inverness	Alex. McRae	1	1	1	31	18.9	22.1	15.7	19	9	3	20	10	1	15	16	15	16	15	
Kings	C. F. Hall, B.A.	1	1	2	60	33.8	32.8	34.9	24	23	13	42	16	2	32	28	15.	30	30	
Lunenburg	Angus McLeod	1	1	1	46	23.	20.	25.4	19	20	7	33	11	2	11	35	16.5	20	26	
Pictou	H. H. McIntosh	4	4	4	279	151.	176.	126.	91	83	82	114	97	68	85	194	17.6	175	104	
Queens	A. H. McKay, B.A., B.Sc.	1	1	1	39	24.	26.5	23.	19	15	5	25	14	12	27	16.5	15	24		
Richmond	Nicholas Smith	1	1	1	33	10.4	16.8	16.	14	14	5	29	3	1	23	10	16.	11	22	
Shelburne	John J. Power	1	1	1	61	31.5	34.5	27.7	20	33	8	49	12	18	43	15.5	26	35		
Victoria	Dugald Stewart, B.A.	1	1	1	34	15.9	20.6	10.2	7	20	7	28	5	1	9	25	15.	22	12	
Yarmouth	Donald Fraser, B.A.	2	2	2	103	54.	53.	55.	45	46	12	58	42	3	25	78	16.	31	72	
Total 1888	A. Cameron	30	5	34	1504	812.3	870.6	734.	606	572	326	986	364	154	608	896	16.7	767	737	
" 1887		31	3	33	1414	764.6	819.9	693.6	666	442	306	942	341	131	428	986	16.	723	691	
Increase		1	2	1	90	47.7	50.7	40.4	60	130	20	44	23	23	180	90	.....	44	46	
Decrease		1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

\* Where double figures occur in connection with the returns of these Institutions, the upper indicates the third year pupils; the lower the fourth.



ACADEMY.	No. of Pupils on Reg- ister at date of Examination.	No. of Pupils Presented for Examination, by Years.				No. of Pupils Passed, by Years.				Total No. of Pupils passed.
		1st Year.	2nd Year.	3rd Year.	4th Year.	1st Year.	2nd Year.	3rd Year.	4th Year.	
Annapolis .....	22	9	8	.....	.....	7	8	.....	.....	18
Antigonish .....	97	23	35	32	.....	19	33	32	.....	84
Cape Breton .....	57	15	11	21	.....	12	10	20	.....	42
Colchester .....	84	30	21	.....	.....	27	19	.....	.....	46
Cumberland .....	55	22	15	4	.....	20	12	4	.....	36
Digby .....	34	10	14	3	.....	6	10	3	.....	19
Guyaboro' .....	34	8	13	5	.....	6	11	5	.....	22
Halifax .....	223	121	38	40	.....	199	34	36	.....	180
Hants .....	39	12	9	5	.....	7	6	5	.....	18
Inverness .....	24	12	7	2	.....	10	6	2	.....	18
Kings .....	42	13	13	12	.....	8	8	12	.....	23
Lunenburg .....	39	16	12	4	.....	14	10	4	.....	28
Pictou .....	224	55	60	56	18	50	58	55	18	181
Queens .....	32	10	13	4	.....	8	12	4	.....	24
Richmond .....	23	8	9	1	.....	6	8	1	.....	15
Shelburne .....	48	8	23	4	.....	6	20	4	.....	30
Victoria .....	21	4	10	3	.....	8	9	3	.....	15
Yarmouth .....	77	26	22	4	.....	22	20	4	.....	46
Total 1888 .....	1180	402	333	203	18	345	295	198	18	856
" 1887 .....	1008	381	276	147	31	311	239	138	31	724
Increase .....	172	21	57	56	.....	34	56	.....	.....	132
Decrease .....	.....	.....	.....	.....	13	.....	.....	60	13	.....

TABLE XVII.—COUNTY ACADEMIES.—(CONTINUED).

ACADEMY.	LIBRARY AND APPARATUS.						INCOME.			EXPENDITURE.			
	No. of Bound volumes in Lib- rary.	No. of Globes.	No. of Wall Maps.	No. of Dic- tion- aries and Ga- zetteers.	Cash Value of other Appa- ratus.		From Fees.	Provincial Grant.	From other sources.	Salaries of Teachers.	Expended on Buildings.	Expended for Books and Ap- paratus.	Miscellaneous.
Annapolis .....	...	2	10	3	\$100 00		...	\$500 00	\$300 00	\$800 00	...	...	...
Antigonish .....	1670	3	15	10	425 00		...	1000 00	6850 00	1600 00	6000 00	50 00	200 00
Cape Breton .....	...	2	20	4	250 00		...	1000 00	685 00	1600 00	60 00	25 00	...
Colchester .....	...	2	10	4	250 00		...	1000 00	600 00	1600 00	...	...	...
Cumberland .....	4	1	12	3	75 00		...	500 00	876 00	850 00	500 00	26 00	...
Digby .....	50	1	5	1	100 00		...	500 00	350 00	750 00	60 00	...	...
Guysboro' .....	...	1	8	2	50 00		...	500 00	330 00	750 00	...	50 00	30 00
Halifax .....	446	1	8	5	700 00		40 00	1720 00	8204 00	6691 00	329 00	31 00	2913 60
Hants .....	2	1	10	2	150 00		...	500 00	300 00	800 00	...	...	...
Inverness .....	...	1	6	2	50 00		...	450 00	250 00	675 00	10 00	10 00	5 00
Kings .....	...	2	11	...	...	8 00	...	500 00	426 00	934 00	...	...	...
Laurenburg .....	140	2	31	2	25 00		...	500 00	375 00	800 00	50 00	25 00	...
Pictou .....	1135	4	53	7	1500 00		485 90	1720 00	23878 00	3550 00	325 00	146 00	2012 00
Queens .....	...	1	13	2	75 00		...	500 00	300 00	750 00	...	50 00	...
Richmond .....	2	1	10	2	60 00		...	466 00	338 38	700 00	40 00	60 00	...
Shelburne .....	...	...	16	2	50 00		...	500 00	550 00	750 00	300 00	...	...
Victoria .....	...	1	6	2	20 00		...	450 00	225 00	675 00	...	...	...
Yarmouth .....	...	3	24	4	350 00		...	1000 00	1247 00	1850 00	30 00	...	367 00
Total 1888 .....	3449	29	268	57	4455 00		483 00	13906 67	26339 33	26125 00	7704 00	473 00	5527 00
" 1887 .....	2907	32	259	52	4200 70		611 04	13493 33	19503 35	26146 71	2039 76	768 88	4662 37
Increase .....	452	...	109	5	\$254 30		128 04	...	6535 98	...	5664 24	...	864 63
Decrease .....	...	3	...	...	...		...	186 66	...	21 71	...	285 88	...

TABLE XVII. — COUNTY ACADEMIES — (CONTINUED).

ACADEMY.	STUDIES OF PUPILS.											
	English Language.			Composition.			English Literature.			Geography.		
	Year.	I.	II.	III.	Year.	I.	II.	III.	Year.	I.	II.	III.
Annapolis .....	21	11	4	4	21	11	4	21	11	4	20	10
'Antigonish .....	36	41	...	85	36	41	35	36	40	27	36	45
Cape Breton .....	29	25	...	10	22	19	...	10	22	19	25	24
Colchester .....	63	42	12	63	42	12	63	42	12	63	42	12
Cumberland .....	32	22	...	82	22	5	...	82	22	5	32	17
Digby .....	13	24	5	8	24	5	...	13	24	5	13	24
Guyaboro' .....	13	22	...	13	22	...	...	10	13	20	7	21
Halifax .....	122	103	57	122	103	57	...	103	57	122	103	57
Hants .....	20	17	14	20	17	14	...	17	14	20	17	14
Inverness .....	19	9	3	19	9	3	...	...	3	19	9	3
Kings .....	24	23	...	24	23	...	...	13	24	23	13	24
Lenenburg .....	19	20	7	12	...	...	...	2	19	20	7	19
*Picton .....	91	83	82	91	83	82	...	82	91	83	82	91
Queens .....	19	15	5	14	15	5	...	4	14	15	5	19
Richmond .....	14	14	5	...	14	5	...	5	14	14	5	14
Shelburne .....	20	33	7	20	33	7	...	7	20	33	7	20
Victoria .....	7	20	...	...	...	...	...	...	7	20	7	20
Yarmouth .....	45	46	12	45	46	12	...	12	45	46	12	45
Total 1888 .....	607	570	238	569	544	298	242	354	324	602	567	318
" 1887 .....	652	445	228	634	424	252	148	166	271	652	452	298
Increase .....	...	125	10	...	120	46	94	138	53	...	115	20
Decrease .....	45	...	...	65	...	...	...	...	...	50	...	...

\* See foot-note on page 32.



TABLE XVIII.—SPECIAL INSTITUTIONS.

	ACADEMY.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, THEIR AGE, &c.													EXPENSES.		
			No. of Regular Teachers.	No. of Regular Assistants.	No. of Assistants engaged part of time for special branches.	Whole No. of Pupils enrolled during year.	Average No. of Pupils on roll.	Average No. of Pupils daily present.	No. of new Pupils for year.	No. of former Pupils 2nd year of attendance.	No. of former pupils 3rd year of attendance.	No. of enrolled Pupils belonging to Municipality or town.	No. belonging to County, but outside of Municipality or town.	No. from outside of Co.	No. from Nova Scotia.	No. from other Counties.	No. of Pupils under 15 years of age.	No. of Pupils 15 years of age and upwards.	Average age of Pupils.	Annual Tuition Fee—Advanced Pupils.	No. of weeks in session during year.
Inst. for Deaf and Dumb...		J. Scott Hulton, M.A.	5	4	2	72	60	60	11	5	56	4	2	45	51	21	42	30	13	(a)	44
School for the Blind .....		C. F. Fraser. ....	3	....	5	32	27	27	5	....	....	....	....	....	16	11	5	22	....	....	40

TABLE XVIII.—SPECIAL INSTITUTIONS.—(CONTINUED.)

ACADEMY.	No. Studying the Language.—English.						FINE ARTS.			MATHEMATICS.			History.		English Literature.		Prizes.	
	Reading and Elocution.	Spelling.	Grammar and Analysis.	Composition.	Rhetoric.		Musical.	Drawing.	Pennmanship.	Arithmetic.	Algebra.	Geometry.	British.	Roman.			No. awarded during year.	Value of Prizes awarded during year.
Institution for Deaf and Dumb .....	(b) 13	(b) 18	(b) 4	(b) 5	.....	.....	.....	72	72	72	.....	.....	17	.....	.....	.....	30	.....
*School for the Blind .....	13	18	4	5	.....	.....	17	.....	7	9	5	4	9	3	6		8	20

\*No. studying sciences..... 4  
 Brailli system of point writing ..... 19  
 Kindergarten ..... 3  
 Singing ..... 8  
 Reading and Writing Music ..... 9  
 Theory of Music ..... 8

TABLE XVIII.—SPECIAL INSTITUTIONS.—(CONTINUED).

ACADEMY.	ROOMS, &c.		LIBRARY AND APPARATUS.					INCOME.				EXPENDITURE.					
	No. of School Rooms and Class Rooms.	Style of Desks.	No. of Globes.	No. of Good Wall Maps.	No. of Dictationes and Gazetteers.	Estimated Cash Value of other Apparatus.	Estimated Cash Value of all Apparatus.	From Fees and Contributions.	From Rates and Invested Funds.	Provincial Grant. (c.)	Total.	Salaries of Instructors.	Average of Salaries.	Expended on Buildings and Repairs.	Expended for Books and Apparatus.	Miscellaneous. (d.)	Total.
Institution for Deaf and Dumb...	2	Dawson ..	2	29	....	....	....	\$3292	\$1889	\$5980	\$8470	\$2350	.....	\$702	\$133	\$5409	\$9844
School for the Blind .....	6	Horseahoe.	1	3	2	....	....	....	....	....	....	....	....	....	....	....	....

## TABLE XVIII.

COUNTY ACADEMIES AND SPECIAL INSTITUTIONS.  
(CONTINUED.)

## PICTOU ACADEMY.

This Return does not include any statistics of the Art Department affiliated with the County Academy.

(a) From the School Funds of the town.

A. H. MCKAY, B.A., B.Sc., F.R.S.C.,  
*Principal.*

## TABLE XIX.

SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION,  
1888.

Common Schools.....	\$167,504 81
Normal and Model Schools .....	6,608 70
Institution for Deaf and Dumb and School for the Blind.	3,885 00
County Academies .....	13,306 67
Inspection .....	12,000 00
Expenses (Office) .....	1,082 59
Salaries (Office).....	3,400 00
Examination .....	786 95
School of Agriculture .....	1,674 97
Travelling Expenses Normal School Pupils .....	946 60
	<u>\$211,196 29</u>



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PART III.

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APPENDICES.

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# APPENDIX A.

## Report of the Normal School.

, Esq., LL.D.,

*Superintendent of Education:*

have the honor to submit the following report of the  
for the session of 1887-8.

number of students was one hundred and fifty-eight, and  
attendance was twenty-six weeks for each student enrolled.  
the Province were represented as follows:—

d .....	18	Halifax .....	13
.....	51	Lunenburg .....	6
.....	12	Queens .....	4
.....	7	Shelburne .....	2
.....	4	Yarmouth .....	—
.....	—	Digby .....	7
n .....	1	Annapolis .....	10
.....	—	Kings .....	9
.....	2	Hants .....	12

of the students held a Provincial License on entering  
—three holding a license of the first (B) class, forty-  
second (C) class, and forty-one holding third (D) class.  
the session, the students were classified according to  
standing as follows:—

.....	25
.....	55
of former year .....	6
ed .....	72

or-General's Medals were competed for by essays on  
the Teacher Outside the School-room." The success-  
were Mr. Harry L. Cook of Lunenburg, and Miss  
Pictou,—the former taking the silver medal, and the  
e medal.

The fact that so large a number of our students receive no mention of professional standing may need some explanation and arises from different causes. The classification is based on a minimum standard, which includes attendance, general scholarship, professional knowledge, and practical skill in teaching. Some have failed to meet the attendance required by this standard for a diploma; others have fallen below the standard in one or more of the other parts of the course above named. The main feature of the diploma is, of course, the demonstration of professional qualification; but it is assumed, and it is correctly, that the securing of the diploma should also be connected with a certain degree of scholarship and general intellectual development.

Scholarship is indeed a first requisite in the teacher's qualification. If it were practicable to give professional skill to one greatly deficient in scholarship, it would be utter folly to spend time and energy on such a task. If one knows little or nothing to teach,—if his knowledge is inaccurate or uncertain that he is as likely to teach error as truth,—his skill in the art of teaching is worth nothing. But in truth, the Normal School nor other agency can do much in the development of teaching skill in one who knows not what to teach. Some considerable scholarship, as well as that mental discipline which results from the exercise of mind in the acquisition of scholarship, is necessary for the right apprehension and application of those principles of pedagogy which underlie skill in teaching. Effort to develop this in one destitute of such mental furniture and power is as futile as sowing seed upon the barren rock.

The Provincial Normal School of Nova Scotia has since its creation over thirty years ago devoted a large proportion of its time and energy to academic work. In this regard it has not differed essentially from most similar institutions in Canada and the United States. Indeed, in almost all countries in which such institutions exist, academic work has been of a mixed character,—partly academic, and partly professional. The proportion of the two kinds of work, as well as the more or less elementary character of the instruction given, has differed in different Normal Schools, has been governed by the educational conditions of the country in which such institution existed. While the existence of the Normal School in Nova Scotia at the time of its organization, and for many subsequent years, the conviction is in my mind, that the changed circumstances of the present day render the prosecution of academic work, simply as academic, not only unnecessary, but a wasteful expenditure of energy and a barrier in the way of progress and the complete fulfilment of the legitimate function of such an institution.

The ideal Normal School, and that for which the country is now ready, is a more thoroughly technical school, whose true function is to make teachers rather than scholars. The academic and high-scholarship work of the Province, now so numerous and efficient, on their part should be restricted to the advancement of general scholarship.

that, during the past year, so many of our students (graduates) held license on entering the institution, one with the character of their work might be led to suppose that professional training constituted its chief feature. A leading object in the part of these students, was the attainment of a professional license, so that if strictly professional qualification were made a subordinate object, it had at least a strong rival in the attainment of a general education.

In the foregoing statements it is manifest that the conditions under which we are working are not in the highest degree favorable to professional training. And yet I do not wish to convey the impression that our students are not gaining much practical skill in the application of knowledge of the principles on which the art of teaching is based.

In the annual report of last year, a scheme was very clearly outlined in my mind is admirably calculated to emphasize the importance of professional skill as a qualification of applicants for license, and to provide conditions by which the Normal School might more effectively pursue its special line of work. I refer to the proposed plan of requiring the full certificated non-professional qualification demanded by the Provincial license of any applicant as a preliminary condition of a subsequent professional license of that grade, or as a condition of admission to the Normal School. Then, as your report very properly states, the Normal School, relieved of its burden of ordinary class-room teaching, might concentrate its energies on professional studies and

nevertheless, by any means maintain, that under these more favorable conditions, the Normal School should do nothing to advance the general education of its students. On the contrary, without at all neglecting technical work, it should both directly and indirectly influence as will greatly promote higher attainments in the various subjects of the common school course. In my opinion, however, as regards the subjects of the common school course, the term, "general scholarship," there are two leading objects which the Normal School should propose for itself:—1st. It should aim to give the various subjects of the common school course; 2nd. It should aim to awaken in the students a scholarly spirit.

In the study of old studies in the Normal School should treat the subjects of knowledge from a pedagogical standpoint. It is not for the purpose of impressing old knowledge on the mind, but for the purpose of presenting new facts respecting a subject, but rather for the purpose of presenting the successive steps in its logical development. The Normal School should aim to present the method of presenting knowledge to a beginner, and to show that the full development of the subject shall be an object of the child's mind.

The lines of study, not directly professional, in my opinion should be emphasized in a Normal School curriculum. These are



Natural Science and Literature. It would be quite out of enlarge on this view here, but independent of their practical these studies have a special disciplinary value for the Normal student. They seem to be counterparts of each other,—the and thoughts, nature and man, truth and inspiration.

I have the honor to be,

Yours respectfully,

JOHN B. CA

NORMAL SCHOOL, Truro, Dec. 31, 1888.

### STUDENTS OF THE NORMAL SCHOOL, 1887-

The following students were awarded First Class Diplomas

NAME.	COUNTY.	GRADE OF ON ENT
Bessie Lewis.....	Colchester	
S. Emma Theakston.....	Halifax	
Bessie Lewis.....	Colchester	
Martha Philp.....	"	
Clara Olding.....	Pictou	
Louise Crowe.....	Hants	
Cassie Crowe.....	"	
J. Frank Outhit.....	Annapolis	
Henry Dickson.....	Colchester	
Harry Cook.....	Lunenburg	
Donald McIntosh.....	Cumberland	
Allan McIntosh.....	"	
Florence Tupper.....	Colchester	
Elmoua Curry.....	Hants	
Emma Bacon.....	Digby	
Jessie Titus.....	"	
Clara King.....	Colchester	
Jessie West.....	"	
Susanna West.....	"	
Carrie Logan.....	Cumberland	
James Westhaver.....	Lunenburg	
Eugene Newcomb.....	Annapolis	
George Tattrie.....	Pictou	
Melbourne Whitman.....	Annapolis	
Lillian Burgess.....	Kings	

The following were awarded Diplomas of the Second Class

Emma Marshall.....	Annapolis
Annie Creelman.....	Colchester

on	Guysboro'	C
white	Lunenburg	"
a	Kings	D
	Colchester	—
l	"	—
ld	"	C
	Halifax	"
	Digby	D
er	Lunenburg	C
igar	Hants	C
n	Colchester	D
	"	C
	Kings	D
	Hants	C
n	Shelburne	"
e	"	"
n	Colchester	D
	Antigonish	C
	Pictou	"
	Annapolis	—
	"	C
	Hants	D
n	Cumberland	"
ant	Kings	D
	Digby	—
on	Annapolis	C
	Kings	D
	Hants	—
	Cumberland	—
	"	—
	Queens	C
	Inverness	"
m	Cumberland	D
	Colchester	—
nette	"	D
e	Kings	—
r	Queens	D
	Colchester	—
	"	—
	Inverness	—
	Colchester	—
pher	Queens	D
l	"	"
	Halifax	—
a	Pictou	—
	Colchester	—
on	"	—
	Annapolis	D
	Hants	D
ille	Lunenburg	D
	Halifax	D
nd	Cumberland	—

Leveret Bligh ..... Kings .....

The following students are graduates of a former year :—

Leah Hockin ..... Colchester .....

Maud Corbin ..... Halifax .....

Augusta Davison ..... Colchester .....

Josie Archibald ..... " .....

\*Amy Brown ..... Cape Breton .....

Agnes McCart ..... Colchester .....

\* Deceased.

The following students have not completed the course, or otherwise failed to satisfy the conditions required for diploma :—

Sara Johnson ..... Colchester .....

William Lumbard ..... Kings .....

Thomas McMillan ..... Inverness .....

Eben Murray ..... Pictou .....

Maggie Morrison ..... Colchester .....

Agnes McDonald ..... Guysboro' .....

Lizzie Turnbull ..... Digby .....

Allan McKenzie ..... Cumberland .....

Ira Mattatall ..... Colchester .....

Belle Dunlap ..... " .....

Mary Woolaver ..... Hants .....

David Brenton ..... Colchester .....

Robert Brown ..... Cumberland .....

Arthur Chesnutt ..... " .....

Archibald McDonald ..... Antigonish .....

Alfred Cummings ..... Colchester .....

John McLaughlin ..... " .....

Moses Comeau ..... Digby .....

R. Randolph Stevenson ..... Halifax .....

L. Ella Howie ..... Colchester .....

Mabel McKay ..... Hants .....

Mary Kennedy ..... Colchester .....

Annie Frame ..... " .....

Libbie Park ..... " .....

Lizzie McDonald ..... " .....

Etta Jordan ..... Kings .....

Carrie Zwicker ..... Lunenburg .....

Mrs. Alma Hawes ..... Halifax .....

Eva Hamilton ..... Colchester .....

Nellie Irvin ..... Cumberland .....

Ada Carty ..... Digby .....

Carrie Cole ..... Halifax .....

Mary Hall ..... Annapolis .....

Maggie Ross ..... Colchester .....

Mary J. Reid ..... " .....

Alice Reid ..... " .....

Lizzie Murray ..... " .....



.....	Colchester	—
.....	Halifax	—
.....	"	—
.....	"	—
.....	Pictou	—
.....	"	—
.....	"	D
.....	Halifax	—
.....	"	—
.....	Cumberland	—
.....	Colchester	D
.....	Antigonish	"
.....	"	"
.....	"	—
.....	"	—
.....	Colchester	—
.....	Cumberland	D
.....	Pictou	—
.....	Colchester	D
.....	Cumberland	—
.....	Colchester	D
.....	"	"
.....	"	—
.....	Cumberland	—
.....	"	—
.....	Pictou	—
.....	Hants	D
.....	Pictou	—
.....	Hants	—
.....	Pictou	D
.....	Antigonish	—
.....	Inverness	D
.....	Colchester	D
.....	Cumberland	—
.....	Annapolis	C



## APPENDIX B.

## Reports of Inspectors of Schools.

## DISTRICT No. 1.—HALIFAX.

HINLKE CONDON, *Inspector.*

changes to report for the year 1888 in the boundaries of no new sections have been formed, although applications presented to the Board by which two (2) sections would be made into four (4). In fact, I find that if all applications for division of sections had been granted, during the course of my inspection, we should now, in this District, have 129 sections instead of 129 and, in several cases, good sections have been destroyed.

For the last few years, in consequence of the removal of several influential persons, it has been well nigh impossible for Kemptown section to keep a school open, but by putting forth great efforts the section has secured a new and comfortable school house which was opened in the fall of 1887. This seems to me a very encouraging instance of what can be accomplished where there is a will, and where parents are desirous of giving their children, that which is now the privilege of each of every child in Nova Scotia, a sound common education.

*Session.*—For the Winter term of 1887—123, with 5,365 pupils enrolled. For the Winter term of 1888—120, with 5,225 pupils enrolled. For the Summer term of 1887—134 schools and 5,644 pupils. For the Summer term of 1888—136 schools, with 5,566 enrolled. For the Winter term of 1888—6,930. You will observe an increase of 16 schools and 166 pupils in attendance during the year, 1887—1888. For the Summer term of 1888—6,930. You will observe an increase of 16 schools and 166 pupils in attendance during the year, 1887—1888.

Sections having no schools during the year, two—small sections—one in the Western District; one in the Eastern and one in the Rural.

The water level is well up to high-water mark for this County.

Our small, and, in many cases, very poor sections are not only waking up to the importance of education for their children, but are also learning that it is quite possible for sections, with less than a dozen children, to support a school, at least for the Summer term. For example, one section with only nine children and five others, making an average of 13, each had schools for the Summer terms, at an average cost for the section of about \$15.00.

With respect to the Statistical Tables, I find that while trained and well-qualified teachers are careful as to the figures they give in their returns, about the lessons on Nature and Drawing, others give in the return the same number of grades for these subjects as for Reading and Arithmetic. Some time must elapse and a good deal of work be done, in our backward country schools, before these subjects can be distinctly graded. Intelligent teachers comprehend this fact and give the elementary lessons, for a time, to the whole school, irrespective of grade.

In estimating the quality of the work done it is somewhat difficult to note minutely the ratio of progress from term to term. So much depends upon the teacher, and good teachers, who are capable of working up the intellectual life of dull and sluggish children and arousing an enthusiasm for study, are scarce.

Then too we have so many changes. As a case in point: in 1886 one of our sections, where the trustees pay a sufficient salary and where the success of the school must depend mainly upon the teacher, we were fortunate enough to secure the services of a very efficient one. For three terms she was in charge, and from month to month that school went up, and as far as as it could be done judiciously it was graded on the Course of Study. On the first of May, 1888, another teacher took charge, holding the same grade of license and also trained at the Normal School. The school, in one term, went down from superior to poor. Whence the cause?

On the whole, however, the Course of Study is fairly followed, and Oral lessons are given in a more interesting and suitable manner.

The Temperance lessons are now willingly received in Sections, where, a few years ago, they would have been stringently opposed and looked upon as an intolerable interference.

Trustees are also discharging their duties more intelligently. In answer to the question which has been often put to me by Trustees, "What can we do? What do we know about a school?" I have answered: You can insist upon the room being always kept clean and in good order and look after the repairs of accidental injuries. You can see that books, maps and the register are kept in good condition and supply what is needed, and above all, you may take it for granted that where there is imperfect control, but little instruction can be imparted, and no good moral influence exercised.

give you a somewhat lengthened report of the Coloured  
s County.

a Section, near Hammond's Plains, received for many  
of thirty pounds sterling per annum. In 1872 I found  
used on account of the death of the teacher. In 1875,  
on to the late Bishop of Nova Scotia, this grant was  
the school was reopened under the care of Mr. (now  
Kerritt, who was succeeded by the present Rector of  
the Rev. John Harrison, the latter teaching for three  
ing this time one of our liberal Halifax merchants pre-  
towards a new school house and the Bishop gave the  
which was taken down for material. With this material,  
ed dollar donation and work given by the section, a  
use was completed. But in 1886, after the annual meet-  
was destroyed, probably by an incendiary. Through  
by yourself and the Western Board, the Lucas section  
od house, and for three years the school, respectably  
been in session for at least one term of each year. By  
dollars from the County fund Maroon Hill will have a  
for the Summer term. The Cobequid Road section,  
of twenty dollars (\$20.00) has also a comfortable  
which school will be opened in opened in May next.  
Road Section received from the Board in 1875 thirty  
) but after after a trial of three or four terms it was  
le to keep this school up on account of the very slim

on Section received from you twenty dollars (\$20.00)  
board twenty dollars (\$20.00); with this aid they pro-

Again and again have we tried to get the parents  
children, but in vain. After the Summer vacation I  
services of Miss Williams, from Fall River, who would  
our examination in July, only that she was not quite of  
d. Miss Williams has been a very diligent pupil, always  
in the estimation of her teachers, and in every grade  
she has passed. With a permissive license, she begun  
ool and succeeded in making an average of five. I  
ol the last week of the term and found *one* child pre-  
ston Road Section was very liberally aided by the late  
of Education, so as to encourage them to provide  
accommodation. Term after term I visited this school  
d more than ten in attendance, and on two occasions  
after a time that house was burned; and the school  
s. During the Summer term of 1888 we have made  
ot, but with very little encouragement. The Beech  
s in session in 1885 and 1886. The building used in  
a school house was erected by the late Miss Cogswell.

n by these facts that much has been done to help these  
times everything has been supplied, and nothing but  
of children to profit by the arrangement has been



wanting. I have spent much time and labor, beyond legal requirements, in the coloured schools of this County, and no one regrets deeply the unwillingness of these people to profit by school privileges. But educational progress, which all concerned have done their utmost to advance, will be slow and uncertain unless some special work of personal influence are brought to bear by outsiders. The law does not compel them to send their children, but if they can be brought to see how they are imperilling the future of their children by their neglect of school privileges, and can be made willing to avail themselves of what the law provides, then our task would be a pleasure.

*Dar'mouth Schools Savings Bank.*—A novel but useful element in the success of which has been truly surprising, is the Dar'mouth Schools Savings Bank. As a means of inculcating thrift and frugality, and the money-like habits its value is undeniable. The following statement tells the story so well that I need not enlarge :—The first Bank was organized under the authority of the Town Council for receiving deposits on December 5th, 1887. The total amount deposited up to December 3rd, 1888, \$1,407 30. Banking takes place every place every day after school hours. The teachers generously give their time to the transaction of the necessary business.

*City Schools.*—I have not been able, as you are aware, to visit the City schools during the Summer term, but Supervisor M. J. M. has a full and admirable report precludes the necessity of an elaborate report on my part. I may be permitted however to remark that I am in sympathy with the progressive views which he has so ably advanced.

Respectfully submitted,

H. CONNOR.

DAVID ALLISON, Esq., L.L. D.,  
*Superintendent of Education.*

## DISTRICT No. 2.—LUNENBURG AND QUEENS.

THOMAS R. PATILLO, A. M., *Inspector.*

SIR,—

In District No. 2, two hundred and fourteen different schools have been in operation some portion of the year,—158 in Lunenburg County and 56 in Queens. Of the former, 132, and of the latter, 28, have been open both terms. 7,979 different pupils were enrolled in the County, and 2,642 in Queens, being an increase of 4 schools and 1,000 pupils.

The improvements particularly noticeable in Lunenburg County are a new school-house at Blockhouse, furnished with patent school desks; the school-houses at Conquerall Bank and Petite Rivière enlarged so as to accommodate a primary department, with

departments established in both sections; the school-  
at West and Lower Rosebay enlarged, extensively  
furnished with necessary furniture. In Queens County  
the school at Caledonia Corner has been rebuilt at large expense  
in a new building, the school-room being furnished with  
at Lower Port Medway, Port Joli, Kempt and Harmony  
the schools have been extensively repaired, newly furnished, and  
painted.

Improvements have been made in Lunenburg County: Leville,  
New Wood, and Stanley, and three in Queens, two at  
the school at Whiteburn Gold Mines. Six of these organized  
for meetings, and made ample provision to erect school-  
the current year. Those at the Mines are expected  
to begin occupation in May.

The school at West, which lost its school-house by fire in December, 1887,  
expended over a hundred dollars at the annual meeting, to replace the  
lost building with one suitable for a graded school of two  
grades. This is under contract to be finished in April next.

It was observed in several sections, and a large number of  
trees successfully transplanted in the school grounds.

The schools have been furnished to a large number of outlying sections  
of the County. Many trustees are willing to procure such articles  
as they need, if they only knew how and where to obtain them.  
To avoid inconvenience and delay, I carried with me on my  
travels a supply of the most necessary, allowing them to be  
paid from the County Fund appropriations at the end of the  
year.

The schools in the District are working smoothly with the  
School Board of the Old River.

The work at the schools, generally, has been fairly done. Much  
attention has been given to classification according to the  
age of the pupils, which, in itself a great advantage even where circum-  
stances do not allowed the minute details of the Course to be  
strictly followed.

The schools at Liverpool and Lunenburg, with the depart-  
ments are flourishing under Principals Smith and McIntosh.  
It is necessary to further increase the departments at Lunenburg  
to secure, as the primary room is again crowded, and the  
school is too large and has too many grades for one teacher.

The new water school, under Mr. Huggins, (a working Principal)  
staff and a live Board of Trustees, is working up well.  
The department has taken up the High School work the  
past year and a creditable amount of suitable apparatus has been  
procured for good results.

The Mahone Bay schools, under the supervision of Principal McDougald, have made very satisfactory progress. His candid (large class), were successful at the July examinations. The day is far distant when this section will be required to furnish more accommodation for the pupils. The classification of all the departments interfered with through the trustees crowding them with unpupils. This "penny wise and pound foolish policy" is decreasing the efficiency, and retarding the work of each of the departments.

The advanced department of the Milton School, under the instruction of Mr. J. W. Smith, has done excellently. All his candidates were successful in obtaining C Grade at the examinations, with high averages. The other departments were taught under great disadvantages on account of unsuitable school room. The trustees have made an arrangement by which better accommodation can be provided. The other graded schools, with two exceptions, have made satisfactory progress.

A large and increasing number of the miscellaneous schools have done excellent work, and in justice to the teachers should be mentioned here, but want of time prevents my particularizing.

It is very necessary that a number of commissioners be appointed on each Board in the District, if the work is to be carried on fully. A quorum cannot be obtained in South Queens asking gentlemen to travel twenty miles. Liverpool and Milton are not a commissioner. Chester Township is similarly situated. Important business had to be deferred this autumn because a quorum could not be obtained without asking some of the commissioners to travel thirty miles.

The Lunenburg and New Dublin Board has lost a large number of active members the past two years through death and change of residence, and additions are needed to it. The several School Boards feeling the responsibility to be too great for mere quorums to have asked the authorities, by resolutions, to appoint a number of commissioners to fill up the vacancies that have arisen.

There are other items of interest which I intended to embody in this report, but the severe and continued illness of one of the trustees requiring my constant presence at his bedside, forces me to omit them.

The foregoing brief report is respectfully submitted.

I have the honor to be,  
Your obedient servant,

T. R. PATTERSON

DAVID ALLISON, ESQ., LL.D.,  
*Superintendent of Education.*



## No. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

nal matters are not exempt from the law of change. In the year four new school sections were established in this County. East Pubnico was divided. The African settlement, which was set off as a separate section. West Brazil and several others are new creations. These, with Quinan which was established long ago, make five additional sections since my appointment. The multiplication of sections is to be deprecated both from an economical and educational standpoint, the arguments in favor of which are unanswerable. Consequently I felt no hesitation in recommending their ratification by the Council of Public Instructions, East River and Middle Clyde, bounded and established many years ago, have never owned a school-house, nor had a permanent school. In the spring, trustees were appointed for the year. Meetings of ratepayers were held, and provision was made for the erection of school buildings. At my last visit to Upper Clyde, a school was near the site, and I feel confident that Middle Clyde will have a school in operation next summer. Then Barrington, Yarmouth Municipality, will have a school-house in addition to its school sections. It is pleasing to notice the growth of intelligence in reference to education. Ratepayers may sometimes protest against expense, but when the school is closed, they are grieved, and feel a reproach resting upon them. This may be remedied by a reduced number of sections having no schools.

In this County every section, with the exception of East Pubnico and Fox Island, had its school open some part of the year. Barrington, Fox Island and Middle Clyde were the exceptions in the County.

Various causes, but chiefly on account of the large outlay for repairs, several schools were closed during the winter term.

During the winter, teachers and scholars found new surroundings; new and attractive rooms and modern furniture, and in some cases new instructional apparatus. For completeness and thoroughness of the system of improvements, Rockville, Arcadia, and Central Barrington deserve special mention. At the meeting of the Barrington School Commissioners, six or seven buildings were condemned. In several cases liberal sums of money have been voted to effect the improvements. At Barrington Passage there is a school house which may gauge the advance that has been made since the establishment of the present school system. Twenty-five years ago it was considered the best in the County. To-day it has the seal of

condemnation. The ratepayers, with a public spirit that does honor to the memory of their fathers, have made a munificent appropriation for a new building.

At Lower Woods Harbor the present school house, which was also condemned, will be replaced with a new one with three apartments.

I cannot speak too highly of the ratepayers of Central Kempt. Though not a large section, and having only the ordinary portion of good which falls to farmers in this County, they have erected a building which may serve as a model to other places. The furniture was purchased at Kenney & Haley's Factory at Yarmouth. The division of Quinan necessitated the erection of two buildings. They are both modern in style and finish. The one in the Eastern Section has attracted much attention. Port Clyde got over the difficulty which threatened to obstruct operations, and constructed a substantial building, which is now occupied. It is gratifying to note the improvements, indicating as they do, a deep interest in public education, and a growth of modern ideas among our people. "Arbor Day" was observed in several sections, though little has yet been done by way of planting trees. Removing rocks, levelling the ground, and setting up fences exhausted the efforts of the day. At Bear Point thirty dollars was voted for this purpose alone. In this connection a discrimination is easily made between those teachers who aim to give their school an inviting appearance and those who take but slight, if any, interest in the matter. The rooms of the former and the furniture of the school are clean; neat blinds modifying the light; frequently pictures hang on the walls, and the presence of potted flowers diffuses a home feeling throughout the apartment. There is an educating influence in these things superior in some respects to those which mere recitations supply. One good result of the course of study is seen in the supply of apparatus. In a good many schools the Map of the Maritime Provinces, in more the Map of the Dominion and Calkin's Object Lessons, and more rarely, Richardson on Temperance and Smith on Health, are supplied. Mineral specimens, a box of forms, and a chart of colors are seldom seen in country schools.

Hebron makes a notable exception. In fact the enterprise of the people here is very noticeable. At my first visit the school was destitute of almost everything which the law requires trustees to furnish. Since then every department has been liberally supplied. The principal by lectures and entertainments raised funds for providing a good assortment of apparatus. Good use is made of them. I myself heard "object lessons" given by the primary and intermediate teachers which shewed a thorough understanding of the subject, and careful preparation at home.

In the Yarmouth Town Schools there is no scarcity of these helps. In more advanced departments, particularly in the Central and Lower Town Schools, lessons are given regularly brimful of practical knowledge. At the conclusion of one of these lessons (on the circulation of the blood), a trustee remarked, "Not one adult in five

the knowledge of that subject which these pupils amusing incident occurred at Ohio. While the teacher with an oral lesson on Zoology, by a curious coincidence never happened before and is unlikely to recur, a "specimen" voluntarily presented itself for examination. In the quiet of the school-room a peculiar step was heard. A pair, when, fresh from the forest, there walked into the room the live porcupine! His quills now adorn the walls as the result of his visit.

It may be said that teachers may be hampered for the oral part of the course, the fact should be understood that the students are beginning to understand its importance, and are making progress in their estimates. At Lockeport there is an attention to minerals. The trustees of the Shelburne made a useful addition to their chemical stock. At the same time saw many specimens of forest growths of Nova Scotia. Microscopical sections, showing the natural grain of the wood, the smoothed surface. Young ladies pointed out the many uses to which these products are turned in the world. Evidently much more is done in a good many places than is made manifest at a superficial glance. This sort of progress is relatively new. The majority of teachers have received training for it. They have to contend against a natural timidity, showing a desire for a better preparation. The development in this direction is shown by the large number of copies of the Annual Review and other papers of a similar character in the district. A reference to the tables will show in which the High School studies have a place in the curriculum. The Armouth Academy leads the way, having a registered eighty-seven pupils. The programme of subjects for the year included the whole course except Physics, Chemistry. The following tables, though not exhausting the subjects taught, show the schools and the number of pupils doing advanced work. It is in these schools that most of our specially those qualifying for the higher grades, receive diplomas or licenses.

## YARMOUTH COUNTY.

	English Language and Literature.	Geometry.	Algebra.	Drawing.	Botany.	Physiology.	Latin.
Academy .....	87	87	87	80	33	3	26
Milton .....	20	31	32	.....	.....	10	16
Maitland .....	2	2	2	2	2	.....	.....
Ohio .....	6	6	6	6	4	.....	6
Hebron .....	17	17	17	.....	13	.....	7
Tusket .....	3	3	3	3	3	.....	2
Plymouth .....	5	5	5	5	1	.....	.....

## SHELBURNE COUNTY.

Academy .....	51	51	51	7	17	7	17
Lockeport .....	8	12	12	.....	12	.....	4
Osborne .....	.....	10	10	.....	1	1	.....
Port LaTour .....	2	3	3	2	2	.....	2
Hibbert's Brook .....	2	2	2	.....	2	.....	.....
Passage .....	5	8	8	.....	4	2	1
Shag Harbor .....	3	2	3	.....	2	.....	.....

The fact that Kenneth G. Webster, a pupil of the Milt School, succeeded in taking a Munroe Exhibition at Dalhousie, stood second in the list of successful competitors, shows the course is taught in no superficial way.

I should have referred before to the extensive improvement Shelburne Academy has received within the last two years, of nearly eight hundred dollars. The walls and the ceilings have been painted and tinted, new floors have been laid, patent desks supplied in several rooms, the out building removed to a proper distance, the whole made as good as new. An appearance of careful supervision pervades the whole edifice. The secret of these improvements is to be known for general information. The Shelburne Academy has elected the *right men* to the office of trustees.

The number of candidates for examination for school licenses was somewhat in excess of that of the previous year. The grades were as follows :—

Yarmouth Station	49:	for D,	14:	for C,	30:	for B,	5.
Barrington "	24:	"	8:	"	14:	"	2.
Shelburne "	36:	"	11:	"	17:	"	7: f



ing to note that the lowest grade (D) bears but a small  
the whole number. Indeed this grade is falling into  
ast one might infer so from the showing in Yarmouth  
here only eight D teachers are employed.

the report of the Superintendent of Education to the  
e D is a "vanishing quantity" has excited some alarm  
ers of that grade, and I believe has stimulated a few to  
on for another examination. In this county it might  
olutely necessary to retain the grade on account of the  
but experience has shewn that there are young men  
men among them capable of rising to a level with their  
citizens. And when the necessity occurs they will still  
to hold their own. The proportion of them holding  
the Normal School is a warrant of their ability and  
make use of the best means for the accomplishment of  
al work. At the same time I wish to acknowledge the  
of a good many grade D teachers. They are doing so  
should be sorry to see them eliminated from the  
ice.

of remark that the highest average attained in the  
Grade B candidate was made by George K. Butler, a  
Yarmouth Academy. The highest by a Grade C was  
Mabel F. H. Quinlan, a pupil of the Shelburne Acad-  
K. Patten, of Hebron School, stood third in the same  
average of 79.1. Miss Ada M. Munro, (Yarmouth  
ugh the youngest in the B list of my district, per-  
ovince, having just reached the minimum age for  
cored the very respectable average of 62.1. The two  
Barrington, who were both successful, belonged to the

our young teachers received the equipment for their  
denies, it might be thought that their opportunities for  
preparatory knowledge of teaching, organizing, and  
visiting the subordinate departments, were exception-  
that they would make free use of them. In these  
e visitors can see good organization, classes properly  
the methods suggested by long experience carried out  
shows that the aspirants give themselves very little  
head. It does not seem to occur to them that they  
to learn other than what is necessary to get the  
ubtless the time arrives when they realize that the two  
ning and teaching—are not the same, and that the  
the unimportant part of a teacher's attainments, is to  
each. A perfect school system would recognize their  
as one-sided, and make it obligatory upon them to  
vledge of teaching, so far as it can be acquired in a

In the winter term, Yarmouth County had two schools less than in the corresponding preceding term. Shelburne had seven schools more. For the summer term, Yarmouth had three schools more, but Shelburne had one school less. The registered attendance in the latter county is in excess of that of the preceding year,—but in Yarmouth there is a perceptible falling off. As stated before, several schools were closed for repairs, while the prevalence of whooping cough may account for the absence of the rest. As the miscellaneous schools received, for the first time, a vacation of five weeks, a reduction in the number of grand total days' attendance was foreseen.

Another disturbing element cuts down the grand total. In many sections the school-rooms are almost deserted as soon as the blueberries ripen. A profitable sale of this crop is made in the Boston market, and children are withdrawn for weeks to assist in gathering it. If the early frost had not nipped the crop and driven the pickers out of the barrens, a comparison of the custom house entries shews that the proceeds would have amounted to a very high figure, and would have represented a large profit to the traders. In this industry, school boys and girls are important factors. As I presume measures are being taken to have one annual school term, of which everybody approves, the facts I have alluded to must be considered in the adjustment of the dates for vacation.

The schools which made the highest percentages in Shelburne County were Lockeport (average of four departments), 80, and Shag Harbor (advance department), 81. The lowest were Upper Ohio, 47; Hawk, 44; Churchover, 41.

In Yarmouth County, the highest were Upper West Pubnico and Pinckney's Point, 90; Middle Wedge and Rockingham, 83; Upper Wedge, 80. The lowest were Comeau's Hill, 48, and Deerfield, 46.

In one or two instances, some friction has been caused by the presence in schools of children under five years of age. The law requires trustees to provide school accommodation for "all persons resident in the section, five years old and upwards, who may wish to attend school." This would seem to exclude all under five years of age. But the column in the school returns for those "under five years of age" has the appearance of expecting their presence. A doubtful right is thus given them to be there. When the school is large, the teacher's objection to registering infants is quite reasonable. Yet they often submit rather than risk odious comparison with a predecessor. Five years is an early age to begin school, and nothing is lost by a minor who waits till "he comes of age." At East Ragged Islands Bay, I realized that the appearance does not always indicate the age. A little fellow whom I took to be *three* years old, turned out to be *nine*. He had not grown any for six years. At the head of the bay I saw a pupil, who, though *sixteen* years old, stands only thirty inches high. He weighs 21 lbs! He is a bright boy, has a good voice, and reads with intelligent expression in the fourth reader. He takes all the subjects of his grade, and is equal in ability to his classmates. To

a spelling-match standing next to a pupil six feet high, over his neighbor's boots to get above him in the class, singing.

to express my regret at the withdrawal of experienced the service. Miss Rosina Marshall, who taught the history department of Milton School for nine years, spring, and went to the States. She was a superior teacher, and were few who were her equals in the school-room. Mr. Archill taught the lower preparatory class of Central School for five years. At the end of the summer he went the same way. I rarely saw better discipline than in his class, there was good order, yet reasonable freedom and activity, and quietness. After a connection with Central School for seven years, Miss Mary Starratt resigned, having no more to do in teaching. Miss Starratt was a faithful worker, and gave satisfaction to the section through all these years. I can say that her usefulness was not exhausted. The last examination of the school shewed the results of good teaching and thoroughness. In the course of years spent in the school-room, no teacher in the district can equal Miss L. J. Wilson, of Barrington. For many years she was an ardent toiler, and up to the date of her retirement she abated none of her zeal and enthusiasm. As soon as he left the school, he felt he was in the presence of pupils whose progress was bounded by the course of study. Consideration for the teacher, another, close attention when addressed, ready and courteous recognition when met or passed on were marked characteristics of Miss Wilson's pupils. The class in which she taught four years, opened with 35 pupils. At the end of the year another department had to be added. The return of the Shag Harbor section shews a registered population of 92. No loiterers at home on school days at Shag Harbor. All of her pupils hold licenses, and most of them do well as teachers.

There was a season in this district when the inspector had to contend with more unfavorable weather. In the last half of the term there were twenty-nine rainy days, not days with occasional showers, but days of storm mainly. Indeed, there were times when the inspector despaired of seeing the sun again. The Weather Bureau at Yarmouth reported a rain-fall during the three months ending in March, of 21 inches. I was able, however, to make nearly all of the districts of inspection. Four schools in Yarmouth County, Shelburne District, I was unable to reach. Owing to bad weather, there were three sections in Shelburne District which I was unable to visit. There was no school on the days I was in the sections. On the rest of the days, I spent on an average two hours in each section.

Many questions arose which required prudence and experience for a satisfactory solution. In order to bring them to a satisfactory conclusion, I was obliged to ask the co-operation of the department.

The assistance of the Superintendent was always cheerfully given. For this I beg leave to make due and grateful acknowledgment.

At the present time, as far as I am aware, the wheels of the educational machinery in this district are running smoothly. The prospects in all directions are highly encouraging.

With assurances of much respect,

I have the honor to remain,

Yours very truly,

J. H. MUNRO.

To D. ALLISON, Esq., LL.D.,  
*Superintendent of Education.*

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DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR,—

I respectfully submit, in connection with the usual statistical tables, the following general report on the state of the public schools in Inspectoral District No. 4, for the year ended October 31st, 1888.

The number of school sections in the district is one hundred and eighty-five, of which number one hundred and five are in Annapolis County, and eighty in Digby County. With five exceptions these sections have all been regularly organized under the law. Ten sections only were without schools during the whole year.

The number of schools in session during the winter term was one hundred and ninety-three, being one less than were maintained in the winter term of 1887; and in the summer term, two hundred and nine, being one more than in the corresponding term of the previous year.

During the year *fifty-five* sections were entitled to receive extra aid from the public funds as "*poor sections*." Twenty-six of these were in Annapolis County, and twenty-nine in Digby County. This apparently large number of "*poor sections*" was practically reduced by the number of sections not organized, and by most of those which were without schools during a part or the whole of the year.

The school accommodation is improving yearly. The seating capacity of the school-houses throughout the district is, in the aggregate, considerably greater than the number of pupils to be accommodated. A few sections, however, are yet deficient in this particular. The deficiency has been brought to the notice of the trustees concerned, and in one or two cases, the intervention of the Board of Commissioners has been solicited. The most noticeable case of



accommodation at present existing is at Meteghan River, in the County of Clare. In this case the Board of Commissioners has directed the Trustees to provide accommodation for two departments in the single room now occupied. At Meteghan also the same accommodation is not what it should be. At present two school-houses are maintained—one miscellaneous, the other reserved for two departments. A large central school-house for the two departments is much needed. The heavy expense, borne by rate-payers of this and the adjoining section has been put off by the building of a fifty thousand dollar church now about completed, thus delaying the giving of more time for the accomplishment of the improvement.

The furniture in most school-rooms consists of wooden desks of the old pattern. In most of the new school-houses erected within the last few years and in some which have been recently been repaired, the most improved modern pattern have been placed. The desks in Bridgetown within easy access of a large number of the schools of this district will be the means of effecting a rapid improvement in school-room furniture in this section of the Province.

In the last few years nearly all schools in this District have been supplied with Walter Smith's Manuals of Drawing, Calkin's Lessons, Model Notes of Lessons for Class-Teaching, Hays' Lessons of Health, Richardson's Temperance Lessons, Ball's Lessons on Moral Principles, and Ball's Lessons on Civility. This desirable result has been accomplished by the purchase of more of the said articles in each school, each year, at a price borne by the County Fund at the end of the term. In the schools have been supplied with the articles which have enabled the teachers to accomplish more than they could without them. Many of the schools are, however, yet without some of the articles deemed by the Council of Public Instruction to be essential in all public schools. It is expedient, therefore, that more clearly defined powers be conferred upon Inspectors of Schools to see that all schools are properly equipped without delay and without fear of exceeding their duty. Such power judiciously used would result in marked improvements in those schools which are now inadequately supplied with necessary ap-

As shown in table II. of the statistics will enable you to find the number of teachers employed during the year, classified according to sex and to grade of license. For purposes of comparison it will be seen that in the district female teachers exceed males in the proportion of about three to one. In Annapolis County, grade C. teachers number all other grades combined. In Digby County, female teachers are more numerous than those of any other grade, amounting to about three sevenths of the whole number employed. A large number of the first class teachers employed in Digby County are women. This circumstance may be accounted for by the fact that the majority of the schools of that county the pupils rarely exceed the seventh grade of the Course of Study.

Fair progress has been made during the year, but it is not so satisfactory as we would like. Some schools have been found in a state of efficiency, owing partly to the fact that the schools are well equipped with apparatus, but chiefly in consequence of the scholastic attainments of the teachers and their natural aptitude in imparting instruction. A large number may be classed as failures, and a few may be represented as failures. While this latter result may be largely due to an egregious blunder in assuming the ferule, in some instances, I think, attributable to want of preparation for school hours for each day's duties. It is not difficult to find a teacher of this class by the result of his work or lack of work in the school-room. The text book is solely relied upon in such cases, and it does what it can, in consequence of which the pupils become automatons. Questions are put in the exact words of the book and are answered accordingly. The same questions clothed in other words, no matter how simple, will often draw from the pupils a look of blank astonishment, and cause a silence "deep as death." That there are a few teachers who allow themselves to fall into this habit, by pursuing which the reasoning faculties of the pupils are not awakened to activity, their time is wasted, there is no mental development, and the great end of education is almost wholly defeated.

While it is pleasing to record the conviction that a large number of the teachers have been labouring to secure the plaudits of the public and trustees as well as the approval of their own consciences, it is a matter of regret that in many cases they receive so few tokens of encouragement. Comparatively few parents ever enter the school-room to cheer teachers and pupils by their presence and well timed words of approval, and thus prompt them to diligence. Words of disapprobation, however, oftentimes find utterance on totally insufficient evidence. In some instances trustees fail to give teachers that moral support to which they are entitled, and to visit the school as their duty demands. The influence of the trustees has a depressing influence upon teachers, and render their labours less pleasant and less profitable than it would be if well deserved appreciation were more readily accorded.

No improvement can be reported in the matter of attendance at school. *Fifteen hundred and seventy-one* children between *fifteen* years of age are reported not at school in sections having *fifteen* years of age are reported not at school in sections having during the Winter term. The figures are more encouraging for the Summer term, showing only *eleven hundred and eighty-two* absentees. For the Winter term the per centage of enrollees daily present for time in session was 58.2, giving a per centage for the full term of only 55.5. For the Summer term the per centage for time in session was 58.5, giving a per centage of the full term. The proportion of the population at school some portion of the year was *one in every four and two-fifths*. These significant facts indicate too much indifference to the education among some classes of the population. The optional and compulsory clauses of the law, which was designed to effect a remedy for this, have proved to be of but little practical benefit. Some

practical measure should be adopted in the interest of too young to realize the loss which they are sustaining the boon which free schools were designed to place each.

among the French in the County of Digby are necessary than those in other parts of this district. The reason for rapid progress in these schools, is the necessity of languages. With few exceptions the French schools are taught by third-class teachers, most of whom are without normal methods of teaching. The advantages of study at the Normal School, not only to themselves, but also under their charge, have been pointed out, but as yet no results. Of late years none have been persuaded to become candidates for Normal School diplomas.

of study has been adopted with satisfactory results in schools in the district. With few exceptions teachers are of their approval of its provisions. The failures which prevent successful adoption are invariably made by those who are unable to successfully carry out any course of study. Of course due credit must be made for irregularity in attendance and other causes which prevent the successful operation of any programme in the school.

has recently altered in conformity with the Course of Studies has caused trouble to some teachers, but no more perhaps than has been expected. It is hoped that no further difficulty will be occasioned from this cause. The extra work entailed upon the consequence of the changes has been very noticeable. The use of Abstracts and Tables has now become a source of much labor.

schools at Annapolis Royal and Digby have been in successful operation during the year. Mr. W. M. McVicar, the new Principal of Annapolis Academy, has succeeded in winning the good will of the pupils and parents. Under his principalship that school is now entering upon a more successful career than it has in many years past. The Digby Academy was taught during the term by Mr. Frank Jones, who was succeeded by Mr. W. M. McVicar, former principal, during the Summer Term. Under the new Principal creditable progress has been made during the year. It is doubtful, however, if these or any other ordinary schools will ever succeed in accomplishing for the Counties what the Normal School is situated all that their founders anticipated.

The Teachers' Association at its meeting in April, 1887, voted to hold meetings in the Autumn of the year in order that the Superintendent of Education and of the Principals might thereby be secured. In pursuance of this the meetings for this year were held in Digby on the 4th of October. In addition to formal matters of business



the following programme was presented, viz.:—"Opening Address," by David Allison, Esq., LL. D., Superintendent of Education; "Thoughts on Nature Lessons," by Mr. Burgess McMahon; "An Illustrative Lesson on Ventilation," by Miss Jessie S. Titus; "The Importance of Making School-Room and School Work Pleasant," by Miss Emma Bacon; "Our Educational Status and Comparative Importance of Studies," by Mr. Ormond Lyons; "The Benefits of Historical Study," by Mr. James W. Armstrong; and "Thoughts and Suggestions," by Mr. W. H. Magee. Practical discussions followed the presentation of the various topics. On the evening of the first day of meeting a successful public educational meeting was held, at which addresses were delivered by the Superintendent of Education and other gentlemen.

My official duties have given me unremitting employment during the year, including part of the time allotted as vacations. In consequence of the increased length of the Summer vacation it was found to be impossible to inspect all of the schools during that term. Those not overtaken before the close of the term will receive attention at as early a date as possible. The almost unprecedented amount of rain during the year, and the bad state of the roads resulting therefrom, made the work of inspection particularly unpleasant. *Three hundred and seventy-two* official visits of inspection were made, involving very much travel and exposure. The heavy expenditure incurred in payment of hotel bills, and in the outlay consequent upon the deterioration of horses, carriages, and harness, makes so serious a reduction in the income of Inspectors as to render the remuneration received not commensurate with the amount and character of the work performed.

In conclusion permit me to express my appreciation of the uniform courtesy by which your official intercourse with me has always been characterized, and to indulge the hope that you may long be spared to fill the important position that you now occupy.

I have the honor to be, Sir,  
Yours very respectfully

L. S. MORSE.

DAVID ALLISON, ESQ., LL. D.,  
*Superintendent of Education.*

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#### DISTRICT No. 5—KINGS AND HANTS.

COLIN W. ROSCOE, A. M., *Inspector.*

SIR,—

*Statistics.*—I have forwarded to you the usual statistical tables, which should afford a large amount of information to those interested in such reading. Although I have carefully collected the various items and tabulated them for the convenience of yourself and

ing to consult them, I have misgivings as to the correctness of some of them. These figures have been copied from the trustees' returns, which are usually prepared by the teachers and not by the trustees. Tables I. and II. are, in the main, correct, and appear to be correct. Occasionally trustees consider it a trouble to ascertain how many children in the section are of a certain years of age, or how many seats are provided for, and a few questions, but they are quite willing to certify that "they will procure accurate answers to every enquiry found in the course if they *did* this, the answers would be given and approximately correct. As it is, there are omissions and some errors.

III. most careless blunders—I cannot call them misstatements in at least one third of the Returns. An utter disorganised classification, as found at my visit of inspection, and in which certain subjects are required by the Course of Instruction are omitted. For instance:—Pupils in grade 1 are reported in geometry, and in grade 5, in grammar and composition. Whether the fault of the teacher, inasmuch as the return is a false one in the Register. I have already called the attention of the trustees to these points, and shall in future emphasize the importance of this matter, and with your sanction, withhold grants till corrected.

In this connection I wish to say a word with reference to the prescribed register. The form now in use has been in use for one year. During the Summer term, I examined the registers of the previous term and found that not more than one fourth of the whole had been completed in all particulars. In a few instances "standing" was not marked for more than three out of the four terms, and table III. was left blank; but the principal fault was in not marking in the body of the register the reasons for the absence from school, and in not filling, or only partly filling the "Regularity," and especially that part of it indicating the days lost for various causes while belonging to the school. This is valuable for future reference, and indicates the teacher's knowledge of his pupils' whereabouts and doings while they are in his school. Besides this the first instruction in the register is to call attention to the duty of the teacher, "to call the roll every afternoon, and otherwise keep an accurate register in the manner prescribed by the Council of Public Instruction, on pain of forfeiture of the public grants." And at the close of the register the teacher swears that he has faithfully and correctly kept the register. In this as in the case of the returns, I shall feel free to insist upon the completion of the register for the provincial grant.

*Schools.*—The following tables give a brief statistical skeleton of the school work in District No. 5 for the past year:

## WINTER TERM.

	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants ....	113	114	4506	272286 day
Kings ....	114	119	4368	269883 "
Total..	227	233	8874	542169 "

## SUMMER TERM.

Hants ....	121	125	5028	283256 day
Kings ....	115	118	4368	238821 "
	236	243	9396	522077 "

## TEACHERS—WINTER TERM.

Grade.	A	B	C	D	Male.	Female.	Total.
Hants ...	1	18	70	25	23	91	114
Kings ...	1	22	65	27	34	81	115
Total..	2	40	165	52	57	172	229

## SUMMER TERM.

Hants ...	3	16	76	30	25	100	125
Kings ...	1	19	63	33	24	92	116
Total..	4	35	139	63	49	192	241

Besides these regular teachers, four were employed as assistants in Winter, and two in Summer, in Kings County. Many of these schools have done excellent work; some fair and some as usual poor. The best schools are those whose teachers and trustees conform as nearly as possible to the law and regulations of council. The ones

and fair, nominally follow the prescribed course, but in using a medium between that and the teacher's variable schools that show the least results for the time and need, have no very definite aim and follow it. I am more and more with the wisdom of having a definite studies for all the stages of the public schools, and tend to advancement to compel all the government at such a course as a basis of work. The rule now is prescribed Course of Study; but some follow as the road which he never sees except when crossing it. I school which had in use all the prescribed readers, from the 3, inclusive. The parents had instructed the teacher to bring class three times daily, and he was attempting to do so. Little or nothing was done in anything except that was *very poor*. In this case the teacher and trustees that unless they followed the course in its principal feature must be regarded as private and not under law. This is what may be expected of schools left to the whims of the teachers are schools—and I regret to report it—that do not follow "Oral Lessons," required. I have made a minute of all the schools and find they include nearly all of my *poor* teachers. They cannot teach these lessons, and I suppose they are correct. Any one can hear children read and recite from a book; but those who *think* and *study* can give good results. Want of time is the excuse given by those neglecting their work; but they find time to attend to much other work than theirs. It is my present intention to make the oral work a part of my inspection for a few terms. I do not wish to neglect book work, but I desire oral instruction to have its place in all the schools.

*Schools—Hants County.*—At the head of these stands the school at Windsor, now under the principalship of Charles J. Miller, who succeeded Mr. Alex. McRae after the Summer Session. Connected with this, have been eight departments, which supply the pupils of the Academy. From this school two grade B, and three grade D licenses, at the last teachers' examination. There was no matriculants to the colleges. As you see the work of this Academy, during the year, it is not necessary to report further upon it.

There are five departments and the advanced grades are in charge of George J. Miller, a teacher of grade A. This school has received \$100 under the Academic Act, and I have received notice that an examination is requested during the Winter Session for that purpose.

Brookfield contains its school of three departments, and Brooklyn, Avondale, Burlington, Summerside, Chediac, Brookfield, Upper Selma, Rockville and Shubenacadie, have two departments each. Falmouth which formerly had a graded school, had only one teacher last year. This was on account of small



attendance. The people recognizing the advantages of a graded school over a miscellaneous one, have decided to resume the two departments for this winter. Brookville was added to the list of graded schools last summer, and Three Mile Plain must soon provide for such a school.

### KINGS COUNTY.

The leading graded school in Kings County is in Kentville, the Shire town. Here the county Academy is still in charge of Mr. Angus McLeod, Principal. Under him have been four departments with an assistant for the Academy. In future it is the intention to sustain five departments besides the Academy. At the entrance examination in October, none from grade 8 passed successfully. For the present, pupils to replace those who have completed the course and left, must come from schools outside the section. At the last examination of teachers in July, the candidates from this school won 13 licenses, as follows:—Grade B. 3.—C. 8.—D. 2. None matriculated into college. Your inspection of the work of this school makes any fuller report from me unnecessary. Berwick, Canning, and Wolfville have three departments each, and Somerset, Waterville, Woodville, Gasperaux, Lockhartville, and Hants Border have two. Berwick sent up 14 to the teachers examination, of whom four received grade B. 5, grade C, and 5 grade D. One young man passed the matriculation examination and is now successfully pursuing his studies at Acadia college. These schools have accomplished more than miscellaneous ones; but with better equipment, which can be furnished by a small increase of the present outlay, they can be made to do much better work than at present.

*Supplies.*—Quite a number of schools have been furnished with good maps of the Dominion and other countries during the year. Maps—especially of the Dominion of Canada—globes and dictionaries are much needed in scores of schools. Many schools are deficient too in books for the teacher's desk—for reference and use in conducting class work. There can be no doubt but that every section should provide the best of these things and a full supply of them, and children should be encouraged and taught to use them. How many children do not know how to use a globe or dictionary! This should not be the case where pupils are old enough to handle them; and when the section fails to perform its duty in supplying these articles, it becomes a question whether they should not be put in and made a first charge upon the County Fund apportionment to the section.

*Minutes of Annual Meeting.*—To make sure of having a copy of the Minutes of the Annual School Meeting, I have been compelled to adopt the course of not issuing the certificate for drawing the County school fund until these have been received. When received, many of them are incomplete and do not furnish information that can be easily got at. I, therefore, suggest the advisability of having a blank form prepared and attached to the Returns of the Summer term, requiring among other things the following: 1.—Name of chairman of meeting.



Secretary of meeting. 3.—Name of secretary of Board.  
 4.—Name of new trustee or trustees elected. 5.—Brief  
 report of auditors and trustees. 6.—Amount voted for  
 expenses. 7.—Minute of other business. 8.—Remarks.

(Signed.) Chairman.  
 Secretary of Meeting.

—In a quiet way a large number of school sections give  
 on one day in May to setting out ornamental trees and  
 improvements on the school grounds. In this respect I am  
 quite sure more done the past year than ever before. Billtown  
 in York County, is the first to plant fruit trees. Flowers are  
 set out on the grounds and in pots in the house to an ap-  
 preciable extent. This kind of work is producing a good influence  
 and they manifest a real interest in caring for what  
 has been planted. In a few sections, such as Windsor,  
 where the people were present and some fine addresses on  
 the subject were delivered to the children.

Repairs.—Repairs of various kinds have been made upon the  
 schools throughout this district, and in many cases these have  
 improved the appearance and made more comfortable. Kentville  
 has built good rooms to its house. Port Williams has built an  
 addition and thoroughly repaired the old part that all appears as  
 new. Avonport built a new house and occupied it for most of  
 the year. Windsor has enlarged several rooms and provided for a  
 bath, which is now in operation. East Noal and East  
 Noal built new houses and are now occupying them.

Association.—The meetings of the Teachers' Association  
 were held in Windsor, on Thursday and Friday, October  
 10th and 11th. About sixty teachers enrolled as members. Several  
 attended. All the papers, lessons and exercises were  
 of a high character and good. The discussions, arising out of these,  
 were spirited and dealt with each subject upon its own  
 merits. It can be no doubt that this kind of work serves as a  
 very productive of good results. The following programme  
 was carried out:—

#### THURSDAY, OCTOBER 11TH.

President.  
 Superintendent in Common Schools, George J. Miller.  
 Kindergarten, Miss M. Calder.  
 Administrative Lesson on Insects, N. A. Burgoyne.  
 Lesson of Reading for Teachers, E. A. Read.  
 Public Educational Meeting, addressed by the Superintendent  
 and others.

## FRIDAY, OCTOBER 12TH.

7. Character Building in School, Miss C. Mumford.
8. The Endogenous Nature of Education, O. Cogswell.
9. Writing Exercise, Prof. Snell.
10. The Common School, a Teacher of Morality, H. S. Shaw.
11. Discipline, C. F. Hall.

Dr. Gossip, Mayor of Windsor, presided at the public meeting. Principal Miller of the Collegiate school, Dr. Young, U. S. Consul, and others, rendered valuable help. To these, and to yourself for much thoughtful aid given, the thanks of the association are due. I may add that the work of Thursday and Friday was done principally by the teachers of the district and in a very creditable manner. The interested attention of all present was secured.

The time spent—two days—is too short to accomplish all that is desirable at such meetings: and only a small portion of the teachers was present. I am impressed that the advantages of Teachers' Institutes may be increased by the appointment of a competent person, a specialist, whose sole business shall be to arrange for and conduct teachers' meetings, so that all may be reached and participate in the benefits to be derived from such gatherings. For this purpose each County should be divided into two sections, and each section have an annual meeting of one week, or more, in length. Under this plan it would be necessary to make attendance at the association one of the duties of the teachers. So few have had the advantage of training at a Normal School and are now supplied with proper helps that incalculable good might be derived from meetings of this kind. At the present the inspector of schools in each district is president, *ex officio*, of the association. In many of the districts, as in my own, an annual meeting is held, where at least four such meetings of greater length than that held are quite as much needed. The inspector having other duties of various kind, sufficient to fill all his time, cannot break off from work, which occupies his thought up to the very moment of meeting, and throw himself into the work with the enthusiasm that is naturally expected of a specialist. To secure the greatest good to the greatest number of teachers, I am of opinion that a change must be made, and I believe the one hinted at is in the line of advancement.

*Educational Review.*—"A live educational paper," "The article on Insects is worth more than my subscription fee," "I cannot do without it," These are some expressions heard from readers of this comparatively new educational journal. I could endorse them even if made much stronger. It is so alive to the interests of the schools in this Province that all trustees and teachers should read it.

*Singing.*—In almost every school the pupils sing by rote. In some cases the teacher leads and a number of beautiful songs are learned and much enjoyed. The time spent in this way is not lost by any means; but might, in my opinion, be turned to better account by teaching

and music and sing by note. Now, there are a few of this done; and the result justifies the conclusion that could be required to give positive instruction in the music. No more time is needed than is now used, but the method is in a different way. It seems to me that the times of teaching at our hands. The more favored receive instruction from private teachers; but the masses cannot make use of this kind of instruction, and therefore receive no knowledge in the theory of music. The teachers of the future can enhance the value of their work very much by skill in reading music.

I wish to record my appreciation of your prompt and attention to all my communications to your department, and to submit this report of the schools for the year ended Oct. 31, 1898, for your consideration.

I remain, sir,  
Your obedient servant,

COLIN W. ROSCOE.

Esq., LL.D.,  
Superintendent of Education.

#### DISTRICT No. 6.—ANTIGONISH AND GUYSBORO.

A. G. MACDONALD, A. M., *Inspector*.

I have the honor to submit the following report of the Public School District No. 6, for the year ended October 31, 1898.

There were 60 schools in operation in the winter term, of which 50 in the County of Antigonish and 10 in the County of Guysboro. At the summer term this number was increased by 17, 10 for Antigonish and 7 for Guysboro.

The only section, in Antigonish County, that had no school house in the year. It is without a school house; and, as it is a sparsely settled territory, a difficulty has existed for many years regarding a central site for a school house. On my appointment to the Board of School Commissioners at its last meeting, a committee was appointed to visit the section with a view to securing, if possible, the difficulties that deprived this section of a school for a number of years. The visit of this committee produced some progress at the Annual School Meeting, which was held in the fall. The law directs. There is every prospect now that the people will receive the blessings of a school next summer.

The sections of Black Point, West Liscomb, and Hollin's Harbor, in the County of Guysboro, had no school during the year. In the first there are few pupils and very few ratepayers. West Liscomb, though on the poor list, would not undertake the expense of operating a school. Hollin's Harbor, also a very small section, had neither a school nor a school house till the current term, when it has both.

In this Inspectoral District there are several cases in which two or more adjoining sections could be reduced to a smaller number with very great advantage to the educational interests of the school-going children of these sections. According to Section 14 of the School-law *Manual*, not even a two-thirds vote of the Board of School Commissioners, at their annual meeting, can effect a union of two sections into one without a petition from a majority of the ratepayers of each section "setting forth that they have agreed among themselves as to the terms on which the existing liabilities shall be borne by the ratepayers of the several sections." To obtain a majority to such petition is a hopeless task in the face of local jealousies, indifference to educational affairs, and the historical pugnacity with which the ordinary ratepayer can contend for the location of the school house with or without school, in his immediate vicinity. One would think that the power of uniting two sections into one, or three into two, a case may be, when changed conditions and the interests of education would make such a change desirable, might be as safely vested in the School Board, as that of creating the sections in the first instance. In the County of Antigonish, the reduction of the three sections of Keppoch, Morven and Stewart's Mills to two, and of the two "colored" sections of Tracadie to one, would be of very great advantage to the youth of these sections; for the new sections so formed would be strong enough to operate schools all the year round, which is not the case now, notwithstanding that all but one of them are perpetually on the poor-list. The formation of two sections from the sections of Glenelg, Melrose and Cross Roads, St. Mary, with good graded school at the Cross Roads, would be of a most decided educational advantage to all concerned.

While on the subject of the school law, I would respectfully direct your attention to another matter that has become a fruitful source of strife and pecuniary loss to sections. In section 45 of chap. 29, R. S. those liable to a poll-tax are defined thus:—"Every male person between the ages of 21 and 60 years residing in the section at the time of the holding of the Annual School Meeting." In the previous revision of said chapter and section, the definition was somewhat different, thus:—"Every male person between the ages of 21 and 60 having resided in the section for the period of six months next previous to the holding of the regular school meeting." In most of the sections on the sea-board of this district a large number of men between twenty-one and sixty years of age, with and without property, annually go abroad for employment, chiefly to the United States, and return home late in the fall or in the early part of winter. These object to the payment of a poll-tax on the plea of non-residence; and as trustees do not feel inclined to take steps that might lead to

unit, a great part—in some sections one-half—of the collected. A statutory declaration as to the meaning of the school law would be productive of harmony of a more generous money vote, at the Annual School sections.

er term I find by examining my notes of inspection average of estimated values for *Classification, School* r, the following standing of the schools visited:

or .....	8
.....	26
.....	76
.....	20
oor.....	5

ated "superior" and "good" were conducted by

14 B Teachers.
16 C     "
4 D     "

the summer term's inspection stands thus:

or .....	12
.....	28
.....	98
.....	18
oor.....	3

d "superior" and "good" were taught by

15 B Teachers.
17 C     "
8 D     "

g tabular statements contain the more interesting istics for the year as compared to the previous one:

#### ANTIGONISH COUNTY.

a session, Winter Term, 1887 .....	87
"                     "       1888 .....	86
Decrease .....	1
"       Summer Term, 1887 .....	89
"                     "       1888 .....	90
Increase .....	1
gistered, Winter Term, 1887 .....	3,501
"                     "       1888 .....	3,393
Decrease .....	108
"       Summer Term, 1887 .....	3,768
"                     "       1888 .....	3,570
Decrease .....	198



Grand total days' attendance, Winter Term, 1887	208,743
" " " " 1888	195,898
Decrease	12,845
" " " Summer Term, 1887	195,130
" " " " 1888	167,100
Decrease	28,030
Pupils daily present, on average, Winter Term, 1887	1859.
" " " " 1888	1721.2
Decrease	137.8
" " " Summer Term, 1887	1891.
" " " " 1888	1683.7
Decrease	207.3
Total No. of different pupils at school in 1887, 4,196, or 1 in 4.3 of population.	
Total No. of different pupils at school in 1888, 4,110, or 1 in 4.39 of population.	

## GUYSBORO COUNTY.

No. of schools in session, Winter Term, 1887	74
" " " 1888	74
" " Summer Term, 1887	84
" " " 1888	87
Increase	3
No of pupils registered, Winter Term, 1887	3,058
" " " 1888	2,978
Decrease	80
" " Summer Term, 1887	3,319
" " " 1888	3,287
Decrease	32
Grand total days' attendance, Winter Term, 1887	186,259
" " " " 1888	179,340
Decrease	6,919
" " " Summer Term, 1887	182,034
" " " " 1888	169,230
Decrease	12,804
No. of pupils daily present, on average, Winter Term, 1887	1321.
" " " " 1888	1618.6
Increase	297.6
" " Summer Term, 1887	1793.
" " " " 1888	1721.5
Decrease	71.5
Total No. of different pupils at school in 1887, 3,911 or 1 in 4.5 of population.	
Total No. of Different pupils at school in 1888, 4089 or 1 in 4.3 of population.	

in the number of pupils registered seems to prove, for particularly, that the number of children of school-home to assist in the farming and fishing industries of increasing. The decrease in the grand total days' the summer term is largely due to the diminished hiving days in the term.

Table shows the number of teachers employed with sexes for the years 1887 and 1888:

## ANTIGONISH COUNTY.

WINTER TERM.				Total.	SUMMER TERM.				Total.
A	B	C	D		A	B	C	D	
1	12	21	13	47	1	14	18	10	43
—	1	22	17	40	—	1	25	20	46
1	11	16	11	39	1	12	16	10	39
—	2	29	16	47	—	2	30	19	51

## GUYSBORO COUNTY.

A	B	C	D		A	B	C	D	
1	7	6	8	22	1	7	5	5	18
—	4	18	30	52	—	4	24	38	66
1	7	6	3	17	1	5	10	4	20
—	3	22	32	57	—	8	27	37	67

## Annual Salary of Teachers, including Government Grant.

MALES.				FEMALES.			
	B	C	D		B	C	D
87.	\$349.00	\$223.00	\$169.00		\$280.00	\$202.00	\$149.00
88.	345.86	231.64	155.71		271.86	195.74	147.57
.....		8.64	.....	.....	.....	.....	.....
..	3.14	.....	13.29		8.14	6.26	1.43
7.	\$422.00	\$224.00	\$173.00		\$283.00	\$226.00	\$162.00
8.	401.86	232.64	166.44		256.86	222.64	164.44
.....		8.64	.....	.....	.....	.....	2.44
..	20.14	.....	6.56		26.14	3.36	.....

Two new school houses were completed and furnished with suitable seats and desks during the year,—one at Boylston and the other at Port Hillford. While both are creditable to the spirit of the sections building them, the one at Port Hillford is particularly so, having no superior in design or finish outside of the larger towns of the district. Improvements and repairs, more or less extensive, have been made to several school houses. Preparations are making for a school building at Canso that bids fair to equal, if not excel, the most of our Academy buildings. When completed it will do justice to the energy and enterprise of the inhabitants of this growing town. It is to be a two-story building, containing four large class rooms, with a number of ante-rooms, and is to be heated and furnished according to the most modern and approved plans. An excellent site, overlooking the town and commanding a fine view of the harbor, has already been purchased and building operations are to be begun in the spring. It is simple truth to add that much of the success already achieved is due to the intelligent foresight and unwearied efforts of W. W. Parker, Esq., the present capable head-teacher of the Canso schools.

The year under review has been exceptional in the large number of maps and other school furnishings procured.

There are three school houses in the district that are no longer fit to be used for school work; and I shall, accordingly, recommend to the School Board, at the next annual meeting, that they be condemned. They are in the sections of East Isaac's Harbor, Birchtown, and Keppoch.

I regret to say that in several schools the text book is still too slavishly followed: and as might be expected of such schools, the work done, not being vitalized by a change in the methods of instruction, or by suitable illustration to awaken the attention and excite the interest of the pupil, or by the recital of a historical incident or scientific fact bearing on the subject, becomes a dull and tiresome routine, neither profitable to the pupil nor creditable to the teacher. In the subject of Arithmetic this constant use of the text-book is particularly productive of dulness and want of confidence on the part of the pupil. Not anticipating the future use and application of the subject, while teaching it, the pupils are sure to get confused as soon as they are led from the beaten track.

To remedy this state of affairs, as far as practicable, I devoted in such schools a great part of my time to the subject of Arithmetic, always keeping the utility of the subject in view, and succeeded in getting a number of teachers to prepare, and preserve in a note-book for future use, a series of original and practical problems adapted to the requirements of their schools.

*The Course of Study* is still a mystery to some teachers. I had to return for correction no less than a score of Returns last May. A great improvement in this respect marked the Returns of the last



progressive teachers, who understand the *Course of* s no need now to point out that it is a much-needed f school work, to be departed from in minor details to al conditions, but in the main to be followed. Such wledge, at once, that its adoption in schools economizes oys hobbies.

ve every reason to believe that the figures in the licating the number of pupils studying the different on the whole, trustworthy as regards Reading, Writing, eography and Grammar, I think I am safe in saying of the other branches, particularly in "Lessons on Drawing," the imagination is allowed undue license in rns. From the progress already secured and the laud-ade by many teachers to become acquainted with the rawing" and "Nature Lessons," I have every reason to e subjects will soon become a pleasant part of the work, in a large majority of sections.

o be able to say that work of a very high order is done ic institutions, and also in most of the graded schools . About seventy-five per cent. of the successful candi- teachers' examinations are pupils of the two Academies lent graded school of Sherbrooke.

ime past, it was becoming apparent that additional n would be necessary in the near future, if not at pre- the requirements of the yearly-increasing number of admission to the Antigonish Academy. This necessity he proper authorities with characteristic promptness and e erection, in the course of the summer and fall, of a e brick and stone edifice, sufficiently large to meet the e seeking higher education in this part of the Province, s to come. The old structure was all removed with the ne wing, which was found to be not inconsistent with e general effect of the architectural design followed in the f the new building. It is certainly one of the finest, ous and best-appointed of the kind in this Province.

o Table I of the Statistics, already sent you, will show ber of teachers holding a Normal School diploma his district, during the Winter term was nine, or less cent. of all the teachers employed. In the Summer centage was about the same; and, so far as I can ould not be too low for the average number annually the district since the present school law came into ill thus be seen that the teachers of this district have vantage, equally with those of other parts of the Pro- fessional training before beginning their career as teach- re, we have teachers of marked ability, who, with very untunities to prepare for the difficult duties of the profes- cutively, to adopt the best methods to awaken the

interest of the pupils in their studies, and who, consequently, do excellent work. There is another, and a fairly numerous class of teachers who, with ordinary ability, but possessing a spirit ambitious to excel, improve year by year. These become good teachers at last, but obviously, to a great extent, at the expense of their pupils. To these, even a few months of professional training would be of incalculable benefit. There is still another class that finds its way into the profession, at present, and of it the least said the better. They may be good scholars, but good teachers they never can become. A course of professional training, worthy the name, would disclose to those belonging to this class that their *forte*, to say the least, is not teaching. In view of these circumstances, and the great importance of the interests involved, would it not be sound policy to provide, where needed, and where no other solution of the difficulty is practicable, a special course of professional training in connection with the larger Academies for the benefit of pupil-teachers. The departments doing the common school work in connection with such Academies could furnish abundant material from the different grades for the necessary apprenticeship, which should be made a prerequisite to the occupation of teaching.

In conclusion, I can confidently say that on the whole the quality of the educational work done during the year has not been surpassed, if equalled, by that of any preceding year with whose work I had an opportunity of becoming acquainted.

I have the honor to be, Sir,  
Your obedient servant,

A. G. MACDONALD.

DAVID ALLISON, Esq., LL. D.,  
*Superintendent of Education.*

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#### DISTRICT No. 7—CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, B. A., *Inspector.*

SIR,—

Pursuant to the duty imposed by law, I have the honor to submit the following report on the state of the schools and of the educational work done in this district for the year ended Oct. 31st, 1888.

By the division of Gardiner Mines section, a new section has been formed at the Old Bridgeport Mines, to which has been given the name of "Mitchell," in compliment to the proprietor of the mines, who was largely, if not mainly, instrumental in establishing the new section. Another new section was founded at Bras d'Or Gut (No. 125) after several years of contention and discussion at the Board of School Commissioners. The number of sections in the County of

has thus been increased to 132. Schools were in operation these new sections during the greater part of the year.

Winter Term, 102 sections had 143 schools in operation; in the Summer Term, there were 148 schools in 108 sections, 52 had no school at all during the year—just half the number remaining idle the year previous. While the attendance in the first term of the year was somewhat less than the corresponding term of the previous year, the second term nearly made up for the total number of different pupils at school during the year, the review being 7,591, while the number for the year 1887 was 7,591, making no appreciable difference in the proportion of population which, in both instances, is placed at 4.1. These figures show the number of pupils registered, but the average attendance for the last year indicates a falling off of  $2\frac{1}{2}$  per cent. from that of the previous year.

In the County of Richmond, the number of sections remains the same. There were 66 schools in operation in 57 sections the previous year, as against 67 schools in 58 sections the previous year. In the Summer Term, as against 76 schools in 66 sections during the Summer Term, as against 72 schools in 63 sections. Only two sections had no school during the year. A comparison of the tables of the two years shows a considerable difference either in the number enrolled or the average attendance, beyond the slight increase naturally connected with the slightly larger number of schools in operation last year.

Teachers employed in each County were of the following

#### CAPE BRETON.

WINTER TERM.					Total.	SUMMER TERM.					Total.
A	B	C	D			A	B	C	D		
13	19	16	29		67	4	20	18	26		68
—	7	40	29		76	—	7	43	30		80
					143						148

#### RICHMOND.

A	B	C	D			A	B	C	D		
1	6	10	12		29	1	8	13	10		32
—	1	17	19		37	—	2	17	25		44
					66						76

The complexion of the staff of teachers as to sex and class varies but little from that of the year before.

One hundred and two candidates for teachers' licenses presented themselves for examination last July at Sydney station, and thirty-six at Arichat, with the following results:

SYDNEY.				
No. Applying for Grade.	No. Obtaining Grade.			Failed.
	B	C	D	
B..... 8	3	1	4	....
C.....51	....	10	13	28
D.....43	....	....	9	34
ARICHAT.				
B..... 3	1	1	....	1
C.....17	....	3	1	13
D.....16	....	....	2	14

The acquisition of *new* teachers resulting from this examination is 4 of grade C and 18 of grade D in Cape Breton County, and 6 in Richmond, 3 each of grades C and D. Of the candidates at the latter station, one writing for grade B was forced through illness to retire after the first session, and two already holding grade D, who were trying to better their condition by aspiring to grade C, withdrew after the first day's writing. The above table serves to show that too many aspire to become teachers before having acquired the necessary qualifications. I should note, however, that a considerable number of the students of Sydney Academy, notably candidates for grade B, underwent examination for convenience sake at other stations where they gave a good account of themselves. I regret that I have not the data at hand to enable me to enter into particulars.

Sydney Academy attained to a degree of prosperity and success during the past year not hitherto approached in its history. The School Committee of the Town Council are to be commended for the zeal and energy manifested in their efforts to maintain the reputation and standing of their High School, while Principal McKittrick and Vice-Principal MacKeen are to be congratulated on their success in attracting pupils from all parts of our Island and beyond. Under such management and direction, this institution is destined to become *the* High School of Cape Breton. Its sister institution in the town of Arichat is under the direction of a board of trustees possessed of all the necessary qualifications, but unfortunately it continues to lack that exterior support by which alone it can be expected to retain the position of a County Academy. The youth of the town, with but few exceptions, are withdrawn from school before they are qualified to enter upon high school work, and those of other sections of the County are attracted to schools with established reputations. It seems to me that what is principally required is to secure the services of a com-



er who will remain long enough to establish a reputation  
ol. In no school do I consider frequent changing of  
rejudicial to success as in an Academy which is intended  
to supply the advanced educational needs of a whole  
o case, in my opinion, will a liberal salary more certainly  
able results, once the right man has been secured. It  
e unprofitable to follow the example of the Sydney  
offering liberal cash premiums to be competed for by  
outside sections. The benefits to the school derivable  
x of ambitious students are too apparent to call for much  
n.

d schools in the larger and more important sections,  
th Sydney, Sydney Mines, Little Glace Bay, Gowrie  
ridgeport are conducted on more or less generous and  
ples, and generally supplied with the best teaching  
le. In these and many other schools excellent work is  
The success of the schools generally is measurable by  
f interest taken in them by trustees and ratepayers.

ines lost the services of a tried, faithful and successful  
previous to the beginning of the school year, by the re-  
Mr. Wm. Haggerty, A. B., after eight and a half years  
service in the section as principal. His place is filled by  
uchanan, A. B., (Dal.) of Sydney.

y of Richmond has been victimized by the fire-fiend to  
extent during the past year, no less than three school  
g been burnt, viz.: one at River Bourgeois in the second  
scholastic year; a second at Black River in April last;  
at Port Richmond about the Middle of June. The last  
as caused by bush fires in the vicinity and was plainly  
in the second case rumors of foul play were heard, but  
probably unfounded. In the first case, however, there is  
too much reason to believe that the torch of some  
endiary did the cowardly work. Circumstances pointed  
that direction that probably the services of a detective  
ave been secured in vain, but it seems the perpetrator  
*present punishment*, at least. It is a sad commentary,  
the educational public spirit of a community when a  
sonal squabble over the engagement of a teacher can  
n a demoniacal spirit of pure malice. The injury caused  
ish work is simply incalculable; it is not to be computed  
cents. Here is a large and important section that has  
quence without school last Winter Term, and will in all  
e similarly situated the current Winter Term. School  
ring the Summer Term in a building temporarily pro-  
vision was made at the recent Annual Meeting for the  
e exterior shell of a school house. No interruption was  
e case of the Black River school, as a fairly suitable  
mediately provided for the pupils, who are but few in

number. In the case of Port Richmond, no school had been opened since the fire up to the end of the year. I have no information as to whether these two sections made provision at the Annual Meeting to replace the burnt school houses.

A grievance of long standing exists in the section of Point Micheau, Richmond Co., by reason of the improper location of the school house, and the persistent refusal of the majority to remove it to a central site, thus practically debarring a few families from school privileges. The building having been finally reported too small and otherwise unsuited to the requirements of the section, both it and the site were condemned by the School Commissioners at the annual meeting. The house occupied by the primary department of the Louisburg schools and the school house at Gabarus Harbor were also condemned by the Commissioners of Cape Breton. It is to be hoped that in consequence a long-felt want will soon be supplied in both these large and important sections. Besides the unfitness of these two buildings, the sites upon which they stand are both entirely too circumscribed and otherwise palpably objectionable.

From the County of Richmond there is nothing to report in the way of new buildings, but in the other County several new school houses have been erected during the year. In rear of Ball's Creek section, a new school house replaces the one destroyed by fire nearly three years ago, and the people of Caribou Marsh have, for the second time within two years, made good a similar loss. In the old Gardiner Mines section, a building of requisite dimensions has been put up on a site suited to the altered boundaries. In Low Point, a new building now accommodates the principal department, and provision has been made for additional accommodation, and a fourth department will probably be opened in the course of the current school year. The above buildings have as yet only been finished exteriorly, but the interior completion of the last-mentioned, at least, will soon be under contract. In the new Mitchell section above referred to, a neat school house was built and completely finished, outside and inside, in the early part of the summer, fully furnished with Gillis' patent desks, and opened for school purposes after vacation. Much credit is due the trustees and all concerned, but especially the Secretary, Mr. J. C. Mitchell, for the energy displayed in providing so neat and comfortable a school house in so short a time. And last, though not least, the new building provided for the public schools conducted by the Sisters of Charity of North Sydney ranks easily among the best public school buildings in the district and indeed in the Island. This is a two-story building about 80 feet in length by 32 in breadth, having three rooms on the ground floor, each 32 by 25 feet. In these three departments is being done the work of the first six grades, while the fourth or preparatory department is accommodated in a room of equal dimensions in the second story. These rooms are neatly but substantially finished in ash and plaster, have abundance of black-board surface of the best quality, and are lofty, light, airy and well ventilated. Here also the comfort and convenience of pupils and teachers have been further secured by light, new furniture (Gillis' patent); and

ly of apparatus places these schools among the best equipped to the school rooms enumerated, there remains a second story intended to be finished as a convocation hall. These improved appliances and facilities, it is superfluous to say, the excellent teachers in these schools are doing work of

and considerable improvement in the classification and in the returns, but in many cases there is still room for more.

evably muddled state of the records of the boundaries of Cape Breton County continues to cause almost endless and is a frightful source of contention and even litigation. I only reiterate the wish that some remedy could be found to bring about a satisfactory state of affairs.

My remarks in connection with the exhaustive statistical report forwarded to your office, will, I trust, give a fair idea of the amount of work being done in this inspectorial district.

I have the honor to be, sir,

Your obedient servant,

M. J. T. MACNEIL.

JOHN, Esq., LL.D.,  
*Superintendent of Education.*

#### DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

To submit the following abstract of educational progress in this district during the past school year:

#### INVERNESS COUNTY.

Education is entrusted to the indirect supervision of two districts of School Commissioners, who meet annually, one at Port George and the other at Margaree Forks. In the early days of the school system the position of school commissioner was a most irksome one. Semi-annual meetings were then held, and the reports which periodically came up for settlement were a never-ending source of harassment and annoyance to gentlemen whose duty it was to be. The consciousness that their services were rendered in vain was the result. The substitution of *annual* for semi-annual meet-

ings has resulted most favorably. Time has magical powers of restoration, and many a *casus belli* is dissipated by a policy of masterly inactivity.

In South Inverness the catalogue of sections remains unchanged—one "No. 10½, Marsh Brook," has, however been added in the North. The privilege of local self-government in educational matters is thus extended to *one hundred and sixty-six* distinct localities within this municipality.

### VICTORIA.

In this County no changes or additions have been made—the total number of sections on the Commissioners' books up to date being *ninety-one*.

*District.*—During the Winter Term 217 schools were in session, and 238 during the Summer following. If an increase in the number of schools in operation be regarded as an evidence of increased educational vitality, a gratifying indication of progress is manifested by the fact that compared with the previous year, *twenty-one* additional schools have been in session—*ten* during the Winter Term and *eleven* during the following Summer.

The announcement that *five* sections in Inverness and *six* in Victoria have had no school privileges of any description during the year, is made with deep regret. With no desire to give offence, but with the hope that the publication of the names may tend to resuscitate latent energies, the sections in question are localized as follows:—In S. Inverness—Big Brook and Dennistown; in N. Inverness—King Ross, N. E. Egypt, S. Settlement, and Ainslie Glen. In Victoria, MacAulay's Mills, L. Watchabukt, L. Crossing, Bay St. Lawrence, and Big Bras d'Or Mount. In one or two of these localities, education appears to be dead and buried—but in some at least of the rest, animation is merely suspended, and will probably be revived whenever their present frigid indifference is thawed out.

The registration of pupils does not materially differ from that of previous years. The work of railway construction which has been carried on with more or less vigor during the year accounts to some extent for the rather large number of pupils of school-going age, whose names have not been enrolled in the registers of either Winter or Summer Term. This, however, is a circumstance of merely local significance. In a number of localities in both Counties indifference, like the old man of the sea, still continues to cling with ever tightening grasp to the very persons, as a rule, for whom the school law was especially designed. This is a matter more to be regretted, because in smoky cottages and of obscure birth, "full many a gem of purest ray serene" may be found—and no truism ever received more universal acceptance than that an illiterate person is heavily handicapped in this race of life.



My official relations with this department of the service are of an extensive and varied character. With many of them I am acquainted. I correspond by circular at least twice a year with the Board in the District—and in addition to the semi-annual reports and memoranda, the circulars contain announcements of school days at the different distributing stations; dates of school and of public school vacations, together with other matters of importance. When no disturbing element is interposed, the above are the duties of my office in this direction. In school sections the Board is the vested proprietors—but to the trustees is entrusted the supervision of the schools from term to term. They are a body of laymen, and they should feel both in their official capacity and as rate-payers that a most important trust is committed to them. In the statistical abstracts 1,500 visits of trustees are made during the Winter Term, and 1,300 during the Summer. But were they in all cases *bona fide* visits? They are not examined at the time, not only with respect to the manner of their visits, but also in matters of substance—the physical comfort of the pupils, the sanitary condition of the schools, &c. In the agreements between teachers and trustees, the provisions of the Act are in every case *nominally* fulfilled, but in many cases there is reason to fear that fraudulent collusion is

The degree of success attained to in general school inspection entered with a fair degree of accuracy, I think, in the inspection notes forwarded from month to month. A series of these documents will serve to show that one's grade of experience in the business is *per se* a very insufficient measure of professional competency. Some of our most brilliant inspectors are young both in years and in experience. During the Winter Term 222 teachers and 11 assistants were employed. During the Summer there was an increase of 24 teachers—but the number of assistants was the same as for the previous term. A comparison of the statistics of the previous year shows an increase of 12 during winter and of 12 during the following summer, corresponding terms of 1887. During the Winter Term 1887, 188 teachers and 79 females were employed—but during the Summer the male ranks were considerably reduced, and the female ranks largely increased. The following statement is a correct statement of the number of teachers of each grade employed during the

#### WINTER TERM.

Teachers of Grade A—	Inverness,	2;	Victoria,	1.....	3
" B—	"	18;	"	6.....	24
" C—	"	58;	"	17.....	75
" D—	"	88;	"	32.....	120

## SUMMER TERM.

No. of Teachers of Grade A—(Inverness, 2; Victoria,) 1	.....	3
" " " B— " 12; " 5	.....	17
" " " C— " 64; " 19	.....	83
" " " D— " 87; " 56	.....	143

From term to term and from year to year the higher grades are supplanted by the lower—and this state of matters will continue until more enlightened views of the law of supply and demand be entertained by trustees and ratepayers.

Latin and French should evidently be accorded a place in the B syllabus of examination. Teachers now holding first-class licenses might remain undisturbed. But a fair knowledge of Latin and French should be added to the requirements of this grade for the future. In the neighboring Province of P. E. Island the elementary classics are taught in all the schools of the first-class—with what result? Every village and hamlet can point with pride to the brilliant record of its young men, both in their native Province and on many a well-contested field here and across the Atlantic.

Inspectors all over the Province have repeatedly urged the wisdom of adopting the "*one term system*." Students who attend college for one-half the year naturally favor a continuance of the existing *regime*. The law, however, is not supposed to consult the convenience of a class who confessedly make teaching a stepping-stone to professions which are conceived to be of a higher order. And as College faculties everywhere appear to favor an extension of their terminal sessions, students, if so disposed, could teach one year and attend College the next. This measure is entitled to thoughtful consideration.

*Annual* should supersede the present semi-annual engagements between teachers and trustees. It is most desirable that the same school should be officially visited twice in the year—the first visit to be made early in the session and the second later on, to note evidences of progress and to see if the suggestions made during the previous visit have been adopted. To give completeness to the system the semi-annual reports of accredited visitors should be invested with more importance than they now receive. Suggestions of an advisory character are not so apt to be acted upon unless it is understood that non-compliance may be visited with the penalty of withholding, in whole or in part, appropriations from the Provincial and County treasuries.

During my visits of inspection much time has been bestowed upon the examination of classes in English Reading, Writing and Arithmetic. I do so upon the principle that I consider a person to be very fairly equipped for the ordinary duties of life who can read intelligently, write legibly and has at the same time a fundamental knowledge of the simple rules of Arithmetic. Some teachers are very enthusiastic, and as may naturally be expected, the pupils entrusted to

prove rapidly. In some of the most successfully conducted classes in English Reading, irrespective of their contents, begin with the Primer—and clearness of enunciation, accent, and proper intonation and emphasis, are strictly observed through all the grades of the prescribed course.

ceptions the penmanship of the public schools is some-

Among the teachers we have some of the best and best writers in the Province. This is largely an imitation and when a change of teachers occurs at the end of every year, often the case, each having a style of penmanship peculiar—it is not surprising that the half dozen different styles are followed by the pupils, of forming and joining the letters, and the general symmetry of the whole. To remedy this state of affairs we have insisted upon the exclusive use of the Royal series of copy-books, instructing the teacher at the same time to confine his writing hour, solely to instruction and supervision. The measures that efforts put forth in this direction have resulted in improvement.

The relative importance of Arithmetic is invariably maintained, and honest work has been done, and as a rule classes are required to open fire from the outworks. Pupils are not merely to memorize, but to exercise their reasoning powers and to give them clear ideas and a complete understanding of the subject. Black-board surface is not utilized as much as it should be, but the daily drill in practical slate work, to which attention is directed in every school worthy of the name—subverses the use of the black-board. The number of pupils instructed in these branches is as follows:—

#### WINTER TERM.

Number of pupils taught English Reading.....	6,962
" " " Writing.....	4,998
" " " Arithmetic ...	4,800

#### SUMMER TERM.

Number of pupils taught English Reading.....	7,534
" " " Writing.....	5,128
" " " Arithmetic ...	5,221

is introduced in connection with every reading exercise, either from the reading books or the "Spelling-book" is not neglected.

Grammar, Geography and History receive due attention in the schools—generally—and during the Winter Term 422 pupils were instructed in the former, and 169 in the latter. During the following summer term there were 479 for the former and 212 for the latter.

The Academies continue to prosper. The Principals are well educated and have culture and fine professional equipment. The Academy

at Port Hood has been during the year in charge of Mr. F. H. Coops, who took first class honors in classics when he graduated at Dalhousie a year or two ago. Mr. Donald Fraser, also a distinguished alumnus of the same University, is Head-master at Baddeck. In both schools the prescribed course is rigidly adhered to, and pupils are trained from term to term for the annual examination of teachers and for the matriculation in Arts, Medicine and Law. During the Winter Term 25 pupils studied Latin at Baddeck—9 of the first year, 10 of the second, and 6 of the third. In Greek, 2 took the second year. During the same term there were 6 pupils studying Latin at Port Hood—2 of the first year, and 4 of the second. There was also a class of two in Greek of the second year, and two classes in French—8 of the first year, and 2 of the second.

The *Hawkesbury High School* has been for both terms in charge of Mr. G. H. Alexander. This institution subserves precisely the same purpose as the County Academy. In addition to work of an advanced character in English—classes in elementary Latin and French were conducted with marked success. Mr. Alexander's skill in teaching is amply evinced in the fact that he trained quite a number of candidates for the last Teachers' Examination—who all passed for the grade applied for, one of the successful applicants for grade B making an average of 80 in French.

The *Teachers' Association* was by far the most interesting *re-union* of the farternity ever held within the district. The attendance was large—the bill of fare unexceptionable. Papers were read by

Miss Mary J. MacLean, of Broad Cove.  
Mr. Fraser, Principal Academy, Baddeck.  
Mr. Coops, Principal Academy, Port Hood.  
Mr. M. J. Morrison, of English Town.  
Mr. D. C. MacKay, of Argyle.

Also, a paper written by Mr. Stewart MacPhee, of West Bay, was read by Mr. Calder, formerly Principal of the Hawkesbury High School. Addresses were made by school commissioners, clergymen and other gentlemen present. On the principle that as "iron sharpens iron so does the face of a man his friend," teachers and visitors appeared to be delighted and invigorated by the "feast of reason and flow of soul" which characterized the proceedings throughout.

The recent Teachers' Examination was well attended. The scholarship of the applicants is steadily advancing. Drones and old fogies are pretty well weeded out, and the "survival of the fittest" is felt to be an irrevocable law in the constitution of all things. Applications were received from *two hundred and thirty* candidates—distributed as follows:

Port Hood .....	82
Hawkesbury .....	15
Margaree Forks.....	45
Cheticamp .....	38
Baddeck .....	50



time in our educational history, *three* ladies passed for  
at Baddeck, *another* at Port Hood, and the *third* at

r.—Mr. M. G. Morrison leads, grade B, average, 68.8—  
by Mr. John McIntosh, of Malagawatch, same grade,  
In addition to the distinction of leading the successful  
grades for the district—it is no small credit to young  
teens, to be the *fourth* and *fifth* on the published list  
province.

Examination of the Sydney Academy *four* prizes were  
students making the highest general aggregate for the  
the first, \$20, the second, \$15, and the third, \$10—were  
others hailing from the County of Victoria, and at the  
houseie matriculation examination, the *sixth* teacher  
obtained a bursary of \$150 a year, and of two years'

varnished exhibit of our general education standing.  
of the less intelligent communities, the condition of  
be far from satisfactory, it is highly gratifying to ob-  
y progress manifested in the schools of the district

t of gratitude is due the Government for founding a  
ture in connection with the Provincial Normal School  
the late purchase of a model farm to illustrate improved  
ivating the soil, etc. A fitting complement to these  
development of two of our leading industries would be  
n of simple appliances, in schools disposed to take  
em, for manual training in the ordinary handicrafts,  
young men for positions in the mercantile marine.

ear two of our most valued School Commissioners have  
y death. Samuel Campbell, Esq.,—father of the late  
bell, M. E. C., M. P. P.,—was chairman of the Northern  
the inception of the existing school law, a position in  
ed his duties with punctuality and unswerving fidelity.  
the wealthiest farmers on the Island, and his native  
uced a finer specimen of the old Highland gentleman.  
rrison, who represented Boulardarie on the Victoria  
he full vigor of middle-aged manhood. He was most  
attendance at Commissioners' meetings, and his views  
matters were sound, and invariably advanced with  
deration.

Very respectfully submitted,

JOHN Y. GUNN.

, Esq., LL. D.,  
intendent of Education.

## DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

R. McLELLAN, *Inspector*,

SIR,

In addition to statistical tables and other returns already forwarded, I beg to submit the following brief remarks on educational matters in District No. 9 for the year ended Oct. 31st, 1888.

In this district 228 schools were in operation in winter and 240 in summer. Only two schools having more than a nominal existence were closed during the whole year, viz.: Fraser's Mountain, Pictou County, and Kemptown in Colchester. The number of children of school age thus deprived of school privilege is probably not more than twenty in both sections.

While the number of schools open each term has been about the same as last year, there has been a considerable falling off in the number of pupils registered and in the attendance. Below is a tabulated statement.

## PICTOU COUNTY.

Pupils registered.	Winter Term.....	1887	6,67
"	"	1888	6,44
	Decrease.....		23
"	Summer Term.....	1887	7,04
"	"	1888	6,87
	Decrease.....		17
Grand Total Days' Attendance, Winter.....		1887	454,06
"	"	1888	436,11
	Decrease.....		17,95
"	Summer.....	1887	445,04
"	"	1888	405,72
	Decrease.....		39,32

## COLCHESTER COUNTY.

Pupils registered.	Winter Term.....	1887	2,72
"	"	1888	2,54
	Decrease .....		18

d. Summer Term.....	1887	2,911
" " .....	1888	2,815
Decrease.....		96
Boys' Attendance, Winter.....	1887	196,037
" " .....	1888	178,648
Decrease.....		17,389
" Summer .....	1887	198,420
" " .....	1888	173,138
Decrease.....		25,282

For the reason to be assigned for this noticeable decrease in doubtless, unfavorable weather. The winter was an unpleasant one, and the broken weather in summer deranging operations, and thus lessened the attendance in schools after summer vacation. The attendance in Northampton was appreciably affected by the building of a line of rail-road through that district. Quite young boys were employed as laborers in other capacities. Three schools were closed and the attendance reduced in ten or twelve others.

For the same ratio was maintained in the number of male teachers employed and in the numbers holding the different licenses, as for the preceding year.

The fluctuation is shown in the average salaries paid the teachers in the different grades, but on the whole there was a slight increase and not at all gratifying fact is that in Pictou County a decrease was made in the salaries of the lower grades and not in the higher. In this connection I would remark that it is probable either to the intelligence or sense of justice in the Board of Education, New Glasgow and Truro that the sums paid the teachers are less than those paid the grade C teachers in the corresponding departments of those schools. In no school does a grade B receive as much as the grade C, and in one school the amount is less by \$30.00, or exactly the amount of the salary of grade B. It might be argued in favor of giving the same salary to both grades, that the qualifications of grade C are higher than those of grade B, but to lessen the payment of grade B is not only unfair, and simply amounts to the appropriation by the government of a grant made by the government to the teachers for their services. I trust that this injustice requires only to be remedied and that any discrimination made here-fore in favor of, and not against, teachers of higher grades.

For the year of the Truro Academy has been a very successful one. In the Winter Term 86 students were registered, and in the Spring Term 78. The commissioners were fortunate in securing the

services of Mr. W. R. Campbell, B. A., as principal. He is earnest and enthusiastic in his work and is most ably seconded by his colleague, Mr. Little. A day spent in the institution in the Summer Term convinced me of the thoroughness and excellence of the work that is being done. The academic departments are somewhat cramped for room at present, and besides the apartments occupied are required for the proper accommodation of the common school classes. These facts have been reported to the commissioners, and they have decided to ask the town for a grant for a new academy building. With increased accommodation for students and improved facilities for work the academy should soon take rank as one of the best institutions of the kind in the Province.

The school house at Bible Hill has been removed to a pleasant site, and has been thoroughly repaired at a cost of about \$500.00. A commodious, well-finished and well-furnished house has been provided by Gay's River section and was occupied during the Summer Term. The house at Alma has been repaired and re-seated and the grounds much improved. A new house is in course of erection at Upper Pictou Road. Pembroke school was closed during the summer for repairs to the building.

East Mountains, South Branch, (N. R.) Upper North River, North Mountain, Birch Hill, and Meadowvale have been notified that repairs more or less extensive, are required as a condition to the continuance of the public school grants.

The school at Lower Stewiacke Station is too large for a single teacher and is steadily increasing in numbers. In the Winter Term 67 pupils were registered and in Summer 72. The building comprises a class-room, but no assistant was employed. The school might with advantage be graded at the present time, and from present indications this step will become imperative at an early date. In Brookfield, on the other hand, the attendance is dwindling, and it is proposed to convert the school into a miscellaneous one under the management of one teacher.

New Glasgow has furnished an additional class-room for the High School and a room for a laboratory and museum. Much valuable apparatus was also added during the year. The school is now well equipped, and under the excellent management of Mr. Eben McKay, B. A., is a "High School" in more than name. In the Summer Term 75 pupils were registered, 39 of whom were classed in the first year, 30 in the second, and 6 in the third year of the High School course. From an oral examination of the school, I should judge that the great majority of the pupils are well up in the prescribed subjects. Eighteen of the students were examined for license in July last, five for B, eleven for C, and two for D. Three obtained B, four C, four D and four failed. Mr. D. H. McKenzie, B. A., who conducted the mathematical department most efficiently during the year, retired at the close of the Summer Term and has been succeeded by Mr. McMahan.



ing containing two commodious and comfortable appart-  
ted in Westville during the summer and completed in  
upied at the beginning of the present term. It is to be  
ever, that the trustees were not able to procure a more  
Thorburn has added a wing to its school building,  
nprises three teaching rooms, affording fairly adequate  
n for the number in attendance. The rapidly growing  
ten has found one room insufficient for the accommo-  
upils and is adding a second. College Grant has a new  
e of construction.

f School Commissioners for North Pictou at its meeting  
ndemned the school house in Lansdowne section, and  
sive repairs at Central West River. The Board of  
ordered new buildings or repairs to the satisfaction of  
in the following sections: Union Centre, Hopewell,  
erigomish, East French River, Little Harbor, Rocklin,  
h Grant. Of these, East French River has made pro-  
erection of a new building, and the others have either  
ssary repairs and improvements or provision for such.

to the sections just enumerated, the minutes of the  
meetings show that a number of other sections through-  
et have made appropriations for the improvement of  
and premises.

regoing it will be observed that we have not been idle  
f increasing and improving school accommodation, and  
o express my obligation to the commissioners for the  
s for the readiness they have always evinced in sanction-  
uthority any steps I may have proposed for this end.

emy was filled to its utmost capacity during the year,  
ewhat over-crowded in the Winter Term. With A. H.  
B. A., B. Sc., still occupying the position of principal,  
aser, Gammell and Melish as co-laborers, it is scarcely  
y that there was no falling off in the character of the  
in the prestige of the institution. By the resignation  
ast-mentioned gentlemen at the close of the year the  
suffered a serious loss. Mr. Fraser had taught seven  
s and Messrs. Melish and Gammell three years each.  
gentlemen of superior ability and attainments, earnest  
workers, and more than fulfilled the high expectations  
rtained when their services were secured. They have  
y Messrs. Shaw, Langille and Soloan, all distinguished  
Dalhousie College. Of these gentlemen, also, we have  
o expect great things.

st an esteemed and excellent principal, and the teach-  
one of its most efficient and successful members, by the  
Mr. J. M. Baillie at the close of the Summer Term to  
laborious and more lucrative situation. The vacancy

thus created has been filled by the appointment of Mr. Albert Cull, who for several years taught the preparatory department in a most satisfactory manner. His promotion was well merited, and I am convinced that the trustees will not have reason to regret their choice.

Mr. Thomas S. Semple, who taught the senior department of Lyon's Brook school for five years and brought the school into a most gratifying state of efficiency, has transferred his services to the advanced department of the River John school.

Fisher's Grant school had three changes of teachers during Summer Term. Both this school and East Merigomish will be conducted during the ensuing term as miscellaneous schools owing to falling off in the number of pupils.

Hopewell school during the Summer Term was under the excellent management of Mr. D. A. McKenzie. Both building and grounds have been much improved and valuable additions were made to the apparatus. The adjoining section of Upper Hopewell might with advantage be united with the village section. This step was proposed by the Board of Commissioners for the district and overtures were made by the village section on the occasion of the last annual meeting, but so far without effect.

In our miscellaneous schools, I can honestly say that I believe noticeable improvement is being made from term to term. We have, of course, our share of inexperience and incapacity, but we have, as a rule, teachers of a sterling character, of a high grade of intelligence, anxious to improve in their methods, and more than willing to accept suggestions with that object in view.

Of course, there are many matters interesting and suggestive from an educational point of view which do not come within the scope of report of this nature. For such details I beg respectfully to refer you to statistical tables and inspector's notes.

I have the honor to be, sir,

Your obedient servant,

R. MCLELLAN

TO DAVID ALLISON, ESQ., LL. D.,  
*Superintendent of Education.*

## No. 10.—NORTH COLCHESTER AND CUMBERLAND.

E. J. LAY, *Inspector*.

As my third report I am happy to be able not only to progress for this year, but to adduce facts which warrant later advances in educational matters for the next.

Numbering of the sections since my last report shows that 3 in Cumberland and 58 in that part of Colchester comprising district No. 10. North Port Greville and Steven's Mountain without schools. Yarmouth, near Advocate, the new section a year ago, had school during the summer term. There were 12 registered, not more than two or three of whom had ever been before. Beaver Meadow, near Economy, also had school in summer, for the first time in *seven* years.

Sections in Cumberland had no school during the year, three of which were erecting new buildings, and the other two as mentioned never had a school. In the whole district there were 208 sections in the winter, and 231 in summer term.

*Improvements in Buildings.*—In October a neat new school-house was built on Mt. Pleasant, furnishing a pleasing contrast to the old one which was many years older than the present school law. It cost about \$500 in enlarging buildings. In addition to the money given by Mr. Slade and his pupils, the proceeds of which were used to buy a large bell, maps and other apparatus. Barronsfield, Canfield, Richmond, Linden and Oliver's Bridge have all made improvements in their school buildings, while many others have added wood-sheds, porches, etc., and painted or otherwise improved their buildings. North Shore, Malagash, Port Howe, Tidnish Brook, Lower Greenville, Spring Hill Mines, and Appleton have been building new school-houses,—indeed, most of them are now at a fuller report of those must lie over for another year, but yet visited them. Port Greville, at the request of the teachers has added another department to building. The cost for building and repairs in the whole district for the year closed was about \$10,000. In addition to above I may mention that Amherst has under construction four new school-rooms.

*Improvements in buildings* have been followed by changes in furniture. Patent desks of excellent quality were introduced during the year into a large number of schools. We may be mentioned Advocate, Head of River Hebert, Barronsfield and Clairmont. Other sections have made a

beginning in the same direction, while in some cases improved desks of home manufacture have replaced antiquated and inferior articles.

Too many of the school-rooms are still furnished with very uncomfortable seats, but when Trustees can be induced to put in two or three good desks, the contrast is so great, that it becomes almost a matter of necessity to remove all the old ones.

*Apparatus.*—During the summer I sent a circular to every Board of Trustees containing a list of the articles required in every school-room, and asking them to supply whatever was needed. This circular was to be laid before the Annual Meeting. It is too soon yet to tell the effect of this, but I have received answers from many sections that the request will be complied with. Apart from this the following apparatus has been purchased since my last report :

Maps of Nova Scotia .....	27
" Hemispheres .....	25 pairs.
" Dominion of Canada (large) .....	20
" Europe .....	5
" Maritime Provinces ... ..	3
" North America .....	2
" United States .....	2
Ballframes .....	17
Small Globes .....	7
Dictionaries .....	5
Sets of Wall Cards .....	5

*Salaries of Teachers.*—Salaries, I am sorry to say, are not keeping pace with other improvements, but are rather decreasing. This, however, is a matter no school officer can mend, it lies with the teachers themselves. Until they have a due sense of the important part they fill, and refuse to accept the meagre salaries now offered them, no outside effort can avail much. It is a matter for regret, however, that the necessities of our revenue demanded the curtailing of the government grants. I should like to see this lessening of the grant bear some ratio to the experience of the teachers. It seems unjust to take as much off a B teacher who has been principal of a graded school for years, as one employed for her first term in a subordinate position in the same school. A very noticeable decrease for the year will be observed in the salaries of male teachers of grade B. The average annual salary of a teacher in Cumberland County for the past year, without distinction of grade or sex, was \$261, for Colchester, \$267.

	1st Class	1st Class	2d Class	2d Class	3d Class	3d Class
	M.	F.	M.	F.	M.	F.
Cumberland, 1887....	\$433	265	223	220	200	154
" 1888....	419	263	269	217	242	155
Colchester, 1887....	496	290	272	210	150	140
" 1888....	427	293	264	212	—	139



## GRADE OF TEACHERS.

Term—1887.....	A 3	B 25	C 111	D 77
" 1888.....	" 4	" 28	" 109	" 69
r " 1887.....	" 2	" 22	" 119	" 95
" 1888.....	" 4	" 24	" 123	" 85

umberland teachers have been engaged in the profession years, and 18 over seven years. Although poorly paid our honest efforts to improve themselves for their position. dence at Associations and Institutes, and their sub-educational journals, prove this, while I can testify to, the visible in my half-yearly visits to their schools. I may at least 180 of my teachers were subscribers to the *Review*.

ce.—An epidemic of measles and whooping-cough during r has seriously interfered with the attendance. More care ken to obtain reliable information as to the number of attending school, which accounts for some discrepancy panying table:

	Schools in Session.	Pupils Regis- tered.	Grand Total Days' Attendance.	Children not at School.	Average Attend- ance.
n, 1887 .....	210	8191	490319	1125	54
1888 " .....	208	8287	489969	1099	53.6
m, 1887 .....	229	9245	529738	1062	55.5
1888 .....	231	9207	500968	960	55.9

schools.—The following table gives some idea of the work e of our graded schools. It includes only those that have High School work:

	Depart- ments.	Principal.	Grade.	Pupils.	No. in Grade VIII.	High School Pupils.
..	11	H. S. Freeman .	A	657	42	45
..	8	H. H. McKay ..	B	771	22	13
..	7	I. C. Craig.....	A	348	11	16
s .	6	L. Ruggles.....	B	412	19	10
..	3	J. W. Johnson..	"	166	19	2
..	3	W. R. Slade....	"	194	29	7
e .	3	Nettie Forbes ..	A	146	—	34
..	2	J. W. H. King..	B	87	6	6

Besides these there are 7 graded schools of two departments, but none of them are doing High School work.

*Teachers' Examinations.*—At the July examinations of 1888 one applicant succeeded in obtaining a B license, sixteen C, and nine D. I would like to see attendance at the Normal school made one of the essentials in getting a license. Until we are able to demand that, I still think that a six months' permit, granted to certain applicants, say, those who have passed through Grade VIII, at the expiration of which teachers will be under obligation to go to Normal school or forfeit government grant, would be preferable to the present plan of granting licenses for an indefinite period, to persons who never intend to get any further training. The number of these permits could be limited or extended as the necessities of the District required. There would then be but one Provincial examination, viz: that of Normal school students.

*Arbor Day.*—I have to report almost a general failure in the observance of this day. This is largely owing, I fear, to the opposition of ratepayers, who have not yet been educated up to an artistic standard sufficiently high to appreciate beauty in school premises, and who do not yet recognize the value of such a factor in the work of the school-rooms. One section objected to the planting of trees, as it would prevent people attending meeting in the school-room from tying their horses to the fence. Pugwash, Oxford, Spencer's Island, West Leicester, Lower Maccan, Truemanville and Lower Economy all observed the day, with good results. Another year I hope to chronicle increased effort in this direction.

*Associations.*—The Association for the District was held in Amherst Dec. 22nd and 23rd. About 70 teachers were present, representing nearly every part of the District. Papers were read, and lessons taught as follows:—

- "The Utility of Science"—J. W. H. King.
- "The Teachers' Responsibility"—H. S. Freeman.
- "Progress, the Teacher's Watchword"—L. Ruggles.
- "Lesson in Long Division"—Miss Josie Byers.
- "Lesson in Dew"—Miss Ada Travis.
- "Tonic Sol Fa System"—D. W. Byers.

In addition to the above, we were favored with a visit from Principal Calkin, who read a very valuable paper before the Association and assisted much to its success by his timely help in discussion. A novel feature was a visit to the Primary Department of the Academy, where the teachers saw the actual work of the school, together with the various Kindergarten methods used by Miss McGregor. Altogether the Association was practical and profitable.

*Institute of Natural Science.*—A new departure during the year was the formation of an Institute of Natural Science among the teachers. This was held at Amherst the two days preceding the

tion, and was attended by 50 teachers. The instruction was limited to the three subjects, Physiology, Entomology and Botany respectively by W. D. Dobson, M. D., Mr. J. W. H. King, Director of Schools. The lessons were practical, and all while short walks were taken for the purpose of obtaining Botany and Entomology. An excursion was made to the third day, Saturday, where by the kind permission of the teachers were allowed to visit the Penitentiary and was unanimously resolved that the Institute be made at the probable holding of the Summer School of Science next year, will necessitate its closing for 1889.

*Messrs.*—Since my last report, the following commissioners appointed:

*Messrs.* Creighton and Urquhart.

*Messrs.* J. Henning, W. E. Blenkhorn and Thos. Moore.  
*Proper*—*Messrs.* H. C. Black, I. J. Hingley, and Rev.

Commissioners always disposed to carry out the intention, and prompt to take any action that will further the advance of the district.

—As to my own work, I have tried to carry it out as required. 179 visits were made during the winter term of the summer. No school was left unvisited during the visitation necessitated a journey of 2,500 miles, and hence from home. Lessons were taught, generally in some "Nature Lesson" part of the course, and personal of the work in every school. Letters were written from room needing apparatus and repairs, to the Trustees of calling their attention to the needs of the school. If they have due attention, they were followed by other letters

you, sir, for your uniform kindness and assistance,

I have the honor to be,

Your obedient servant,

E. J. LAY,

LISON, ESQ., LL. D.,

*Superintendent of Education.*

APPENDIX C.

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Report of the Board of School Commissioners  
OF THE  
CITY OF HALIFAX.

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OFFICE OF COMMISSIONERS OF SCHOOLS,

HALIFAX, N. S., November, 1888.

DAVID ALLISON, ESQ., LL.D.,

*Superintendent of Education :*

SIR,—

I have the honor to submit herewith the Report of the Supervisor of City Schools, together with the Returns and Statistics relating to the County Academy and Common Schools.

*Increased School Accommodation.*—In last year's report mention was made of an agreement to rent, when completed, a new schoolhouse for girls in connection with St. Patrick's. The building was finished in August last and contains space for eleven classes. Only one room remains unoccupied. The building is of brick, two stories high, well lighted and ventilated, with modern improvements, which render it as a schoolhouse second to none in the province. The Board have leased it for the term of twenty years, at a rental of six per cent. per annum on the cost thereof (some \$19,500), with a condition that the teachers to be employed therein shall be of the Roman Catholic faith. Several properties now rented by the board will be given up. In this connection it might be proper to remark that while the rate agreed upon may only be a fair one so far as the owners of the building are concerned, yet the knowledge that the Board can borrow all it needs (on the credit of the city) at four and a half per cent., coupled with the fact that the schools in the city have been working harmoniously for the last twenty-one years under the wise provisions of the school law of our province, and that the various teachers employed by the Board have shown a laudable desire to conform to its requirements, perhaps the time has arrived when a policy more in the interest of the tax-payer might be safely inaugurated whereby a saving in this direction would be inaugurated.



al department has been added to the Compton Avenue owing to the over-crowding in the primary department, is needed and will have to be built on before long.

of scholars at St. Mary's school has necessitated the new department. Unfortunately the Board has been hire a room outside, although its policy of late has been from buildings not constructed and ill adapted for school requirements of St. Mary's will demand serious con-ore long on the part of the commissioners.

*and Attendance.*—There has been a considerable the number of registered pupils during the year now ng the winter term 5862 children were enrolled and in rm 6238, showing an increase of 592 in the former and tter as compared with the figures given in last year's average attendance has been seventy per cent. It was y to open five new departments, of which two have been ent. A larger number of scholars than usual qualified entering the Academy, necessitating the opening of a partment which was in operation from May till the ys.

*the Schools.*—There has been no increase in the *rate* school purposes in this city during the present civic levied being forty cents per \$100—the same as that s year.

commenced the year with a balance to debit of \$2089.14 h a balance on hand of \$1596.92. The amount expend- to maintenance account was \$34,096.27, being an 126.90 as compared with the previous year. Of this was chargeable to the Academy \$9965.55. Its revenue vng \$7979.55 as its net cost for maintenance. There dded on Academy capital account \$857 for increasing the e which experience had proved to be utterly insufficient. eived from the city assessment \$75,673.39, and from the vernment and other sources \$12,108.94.

*Education.*—I have much pleasure in reporting the last session of the Local Legislature of a bill framed to ements of the city in this particular. It provides that this city between the ages of eight and fourteen years ther a public or a private school for at least six months prohibits their employment during school hours unless of the law has been complied with, and constitutes the officers. The law will also prove of assistance to teachers erienched considerable difficulty in inducing some of their nd school regularly, and whose deficiencies at examina- accounted for. The Board have had the hearty co- he City Council in instituting measures to have the law ied out.

*Teachers.*—From my own personal knowledge I feel that the Board is to be congratulated on the ability and character of the teachers in its employ. As a body they are diligent and faithful in the performance of their duties, and by vigorous efforts in the direction of self-improvement they have attained a high standard of efficiency.

It is with a feeling of deep regret I refer to the loss sustained by the Board in the death of Miss Alice Mutch, for nine years a valued and earnest teacher in the Albion Street School, and also that of Mr. D. H. Burbidge, for fourteen years the principal of Morris Street School. As a teacher he enjoyed a more than local reputation, being conspicuous for the conscientious manner in which he discharged his duties, laboring with unremitting zeal for the educational advancement of the scholars who came under his care.

*Calisthenics.*—The Board being impressed with the importance of physical training, secured the services of Sergt.-Major Bailey, who formed the teachers into several classes and gave them a course of lessons on Calisthenics. The action taken by the Board has already borne good fruit. A "Manual of Drill," for use in the school room, has been prepared, and the teachers generally have endeavored to give their pupils the benefit of the training they received. I trust the carriage of the scholars in the future will bear evidence of the attention paid to this very necessary part of their education.

*Manual Training.*—Many have feared that our free school system would result in the overcrowding of the professions and cause an excess of aspirants for positions as clerks in government and mercantile establishments. To obviate this difficulty would it not be wise to provide some instruction for the advanced male pupils which will prepare them for those industrial employments which must of necessity offer the prospect of a comfortable living to the majority of our young men? A preparatory course of training in the mechanic arts might be attempted. A "Manual Training School" might be opened in this city on a small scale, as only boys in the Academy and St. Patrick's High School would be required to attend it. The mechanical aptitudes of some boys can only be brought out in this way, and once aroused and stimulated there would be every reason to hope for a rapid and satisfactory development.

*Music in the Schools.*—It has been clearly demonstrated that children will acquire the art of reading music more readily under the daily instruction of their regular teachers than from the occasional visits to the school room of a musical instructor. Several of the teachers have followed the *Tonic Sol-Fa* method with gratifying success. Better order has been one of the consequences, and the hours of study have been enlivened with the melody of the children's voices in hymn and song. I consider that ability to teach music should constitute an essential qualification of every primary-class teacher.

*Kindergarten.*—A meeting was held in Orpheus Hall last April, at which the claims of this method of instruction were ably advocated

Schools have been established in almost all the large continent, and are gradually working their way into several cities have already incorporated them in their The time may not be far distant when in this city the will be recognized and established as an important part of public instruction. It has been said that "it gives children a good start intellectually, and has a very great moral influence; that subsequent instruction and discipline in schools would be much easier and the progress in much more satisfactory if all pupils first took the instruction."

As duly observed, and trees were planted in connection with school grounds. A large gathering of pupils and teachers at the Academy, at which addresses were delivered by the Mayor, Dr. Hole, Principal Forrest, the Mayor of the City as a result of the yearly observance of Arbor Day, it is expected that the rising generation will be found taking an interest in the preservation of our ornamental trees.

*Evenings.*—A larger number than usual having expressed a desire to attend some night school last winter, four schools were started with a good attendance. Strange to say the attendance dwindled down very rapidly so that it came to be a question of whether some schools had sufficient attending to keep them open. This winter the board decided on a nominal entrance fee of one dollar per pupil, not for the privilege, but to secure a bona-fide class of such persons as would take advantage of the opportunities thus afforded to be instructed by competent teachers. Two classes have been opened this season upon the condition fixed by the Board.

*High School.*—The boys' department is under the management of a very efficient teacher. I think, however, that those who embrace the opportunity which this class affords by taking a "High School Course" is smaller than it ought to be. The girls' departments excellent work has been done by the teachers in charge. As a result no less than eight of their pupils have obtained licenses to teach, at the last competitive examination.

*School Property.*—The Brunswick Street School not having sufficient accommodation for many who applied for admission thereto, a new building was opened and located for the time being in the city. The Board acting under the impression that the present was a favorable time for securing ground which before had been required for the enlargement of this very important school, purchased several properties in the rear thereof, which had formerly been used as a play ground. The future of the school have thus been anticipated and provided for, and the school property vastly improved.

*School Libraries.*—In the Academy, St. Patrick's High School and in the Summer Street School some attempt has been made to provide a library for the benefit of the pupils. As a result of enquiries made I am convinced that in a number of families the only literature which the children have access is the evening newspaper. I believe it is to be highly important that something else as good, if not better, should be added, and consider that if the teachers had the selecting the reading matter for the benefit of their pupils they would choose such books as would be both interesting and profitable. When libraries have been started, donations of books of history, travel, poetry, etc., would be very acceptable.

*Public Examinations.*—These examinations have been fairly attended by the members of the Board, but in some cases the absence of the examining commissioner caused great disappointment to both teacher and scholars. I trust the Board will be able to make some regulation which will result in an improvement in this particular.

I am under deep obligation to the Vice-chairman, Hon. L. G. Power, and to the other members of the Board for their judicious counsel and able assistance in the furthering of all matters connected with the maintenance and improvement of our public schools during the year just closed.

It affords me pleasure to say that the duties of Supervisor and Secretary are ably discharged by Messrs. A. McKay and R. J. Wilson. Tried officials of established integrity, they possess in an eminent degree those qualifications so essential in men holding these responsible positions.

In conclusion I would bear my humble testimony to the beneficial effect and elevating influence of our admirable school system. In the improved social conditions of so many of our fellow citizens it has, without doubt, been an important factor. Though there may not be so large a proportion of wealthy individuals in our midst as in the days which are past, yet there is a larger number of persons who are enabled to live in circumstances of comparative ease and comfort, and there is good grounds for believing that the present generation will transmit to the next a greater degree of refinement and culture than was its lot to inherit from its worthy yet less favored ancestry.

I have the honor to be,

Your obedient servant,

RUFUS J. SWEET,  
Chairman



Report of the Supervisor of Halifax Public Schools,  
for the year ended 31st OCTOBER,  
1888.

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Presented to the Mayor and Members of the Board of School Commissioners  
of Halifax.

I submit for your information the following statistical  
report on the Public Schools of this city for the year ended  
1888.

\* \* \* \* \*

In the chairman's report and his general accord with  
the general thought of the day leaves me happily free from  
entering into much of the usual detailed statement.

The year just ended there have been comparatively few  
changes in the *personnel* or in the positions of the teachers. So  
adjusted at present they are in the main occupying the  
the work for which they are individually best fitted.

There is a decrease of pupils in the primary departments of several  
schools, some increase of the teaching staff necessary. Five  
new schools have been opened. They are at present taught by  
teachers in their positions temporarily.

In the summer term there were 120 teaching days, in the summer  
term the percentage of attendance is the same for both terms.

In the outlying schools the summer term, as might be  
expected, has a better percentage of attendance than the winter  
term, but especially in the senior department,  
part of the work is accomplished in the winter term,  
the winter term, and is 25 days longer than the summer term.  
In Halifax the summer term is not satisfactory for school  
purposes as the pupils are graded principally in May. In the course of  
the summer new classes are formed and new courses of study  
are commenced. Sooner has the new order of things been established,  
the more the pupils settled down to their work, than come  
the summer and a long vacation. The schools re-open about the

first of September, leaving only two months to regain lost interest in study, and to complete the course of lessons before the new term begins with all its initial changes. It is worthy of your serious consideration whether it would not be well to have the school year begin in the last week of August and close in the first week of July, without a break in the continuity of the work during that time. It is possible that some means might be devised by which this might be effected without seriously inconveniencing the Department of Education. In order to lessen the evils arising from the present system, I have found it necessary to discourage the November gradings, so that instead of the usual large number of applicants for admission to the Academy there were only four at the last examination, and in some schools there was scarcely any grading. By this means pupils have the advantage of spending a longer time with each teacher, and in some schools will have an opportunity of advancing their classes to a higher grade. Semi-annual changes have been a great hindrance to the progress of the Academy and many of the other city schools well.

In the winter term there were 5,652 pupils enrolled in the common schools, and 6,007 in the summer term. \* \* \* The total number of different pupils enrolled was 6,818, or 304 more than during the preceding year. Including the academy there were 7,100 enrolled.

\* \* \* It is gratifying to find that a few teachers have been able to raise their classes one grade since last year. This is usually possible only where an additional teacher has been employed in the class immediately below. Another important advance manifested by the tables is the large increase in the number of pupils studying music theory this year as compared with last year, the numbers being respectively 1,859 and 377. The schools taking the lead in this respect are Summer Street, Morris Street, Acadian and Compton Avenue. They have adopted the Tonic Sol-Fa system, which seems to be the best and most popular use. Some excellent musicians, who are unacquainted with the system and know but little of its history are opposed to it, but it, however, prevails in a large majority of the schools of the Mother Country and in many schools in the United States and Canada, and is endorsed by the ablest musicians of these countries. Instead of hindering it only facilitates the subsequent acquirement of the staff notation, if that should be considered desirable for instrumental use. Music is an important educational subject. A few minutes devoted to it each day would enable almost any pupil to become fairly proficient in the principles and practice of singing. The result would be—cultivation of the voice, improvement in reading, quickened perception and a refinement of taste.

Although I have reported in this table only those who learn singing by note, yet I am deeply sensible of the benefits of singing by ear, which is very generally practised in all our schools. On this subject Dr. Stainer well remarks: "Ear-singing cultivates the musical taste, gives a love of the art, and constitutes one of the most pleasant and profitable school lessons, almost a wholesome relaxation in the midst of other work."

eding to the closing part of my report it is fitting that refer to the loss sustained in our school by the death, in of the year, of Miss Alice Mutch, a faithful and success-Albro Street School, and recently by the death of the Morris Street School. All who knew the late Mr. Bur-nately as I did for the last fifteen years will heartily lowing noble tribute paid to him by Dr. Allison: "No a Scotia was more solicitous for the legitimate exaltation n, none in greater sympathy with all that is progressive s and spirit of modern education. Our friend aimed ard, and accomplished much. It is only when we are the memorials of a well-spent life—a life projecting and perpetuating its influences and its forces in the that we realize the true import of those sublime words: e dead that die in the Lord; they rest from their labors, s do follow them."

ar has been characterized in our schools by continuous us work rather than by innovations. Detailed remarks, ach school would be to a large extent only a repetition formerly said, particularly in last year's report.

which in various forms has been taken up by the achers, received a valuable impulse by the excellent aid down and taught by Sergeant-Major Bailey, teacher in Dalhousie college. Many of the pupils are provided nd dumb-bells, but they find much difficulty in using nt of the crowded state of the rooms. Cheap drill-sheds ounds for calisthenics and for recreation in stormy be a great boon to the schools. Such conveniences are ided in Toronto and many other cities. The school a of the city has been much improved.

y and four departments in Morris Street School have tions to their heating apparatus, so that now, for the can be made comfortable in our coldest weather.

t School has been partially reconstructed internally, valuable space has been made available for the use of the s.

ck's School a large and well-built brick structure on eet takes the place of several disconnected and unsuit-

The play-ground is the best that could be obtained in ty, and the rooms are large and well lighted. For the ccommodate ten classes of girls with one room to spare. come a separate institution under the principalship of . The young ladies of this school are worthy of the im-ich has taken place in their scholastic surroundings. mination for teachers' licenses they succeeded in obtain-B, 5 grade C's and 5 D's—a fairly good record.

St. Patrick's Boys' School has been reorganized under the management of Mr. O'Hearn in the Lockman Street building, in which there is now ample accommodation for nine departments of boys which are there. Formerly the same play-ground was used for 13 classes of both sexes, and it was impossible to do justice to the children physically or otherwise. I have referred to the zeal manifested by our teachers in their noble calling. It may be interesting to mention a few facts bearing on this subject.

In 1887, a summer school of science was established for the special purpose of giving such instruction as might be needed in reference to the lessons on nature, as prescribed in the course of study. The second session was held in Pictou last summer and was attended by 67 students of whom 13 were from this city, viz: Mr. W. T. Kennedy, Miss J. M. Creighton, Miss A. M. Cunningham, Miss A. Mitchell, Miss J. M. Wiswell, Mr. W. H. Waddell, Miss C. J. Miller, Miss Maude Bowden, Mr. L. A. McKenna, Miss H. L. Flowers, Miss Mary Brims, Miss M. A. S. Holloway, Miss Mary Donahoe. They voluntarily gave up a large part of their holidays, studied faithfully in advance and during the sessions, incurring, besides, large expenses for fees, travelling, board and books—all for the benefit of their pupils. The majority of those named and several others were also in attendance at the interprovincial convention of teachers at St. John's, learning from the celebrated educationists, Dr. Fitch, H. M. Chubb, inspector of training schools, England; Col. and Mrs. Parker, of Illinois; Sir William Dawson and others. I might also refer to the fact that no less than 31 teachers of the city were enrolled as students in the Art school. They wished in the first place to acquire such a ready use of the pencil as would enable them to illustrate on the blackboard any subject which could be made more intelligible by the pictorial art. In the second place they recognized the fact that drawing is gradually beginning to take rank with the essentials of a common school education—that all manual training must be preceded by and founded on a thorough knowledge of the principles of free-hand and design—and that all teachers retaining a satisfactory rank must obtain a mastery of this subject.

In my reports to the board for three or four years past I devoted much attention to the vital educational questions of the day as they presented themselves to my judgment. Some propositions which at that time were deemed debatable are now regarded as settled. No man with any reputation as an educationist would dispute the absolute necessity for trained teachers or for free and properly equipped high schools. All are willing to admit that drawing, singing, calisthenics, and nature lessons should form part of the exercises of every well-conducted school. That co-education, almost universal in America, and fast gaining ground in England is a success. That some considerable modification of our curricula, looking towards the introduction of manual training and Kindergarten principles is necessary and must soon come. But how can anything new be admitted into a course of study generally regarded as already overcrowded with subjects, each as important as those seeking admission



st place, the course of study seems to be more formidable in reality, on account of the fullness with which the various topics are described. Again, increased teaching of nature lessons, of drawing, and other new eventually make them the most popular and the easiest. Much of the feeling of over-pressure experienced comes from the want of interest which is the result of modes of presentation. In the primitive form of society hard to satisfy his few wants in spite of energies miswasted by crude machinery and unskilled labor. But as more complex and social demands multiplied, a proper educative forces became the prime necessity. Just so in matters. The many-sided culture demanded by modern necessary the wisest economy of educational energy. In Mr. Eliot our school programmes must be shortened and so how this can be done the most authoritative deliver in the reports of two committees appointed in England, by the English parliament; the other in 1887 by the board. These committees, including the most dissectionists of the country, after an exhaustive investigation reported. Acting on a motion of the Hon. Senator sent for these valuable reports and they have just As offering a solution of difficulties, and for the this board, I beg to present in a condensed form those in the reports which are most suited to the circumstances of our country not unduly trammelled by the traditions of

Recommend :—

method of Kindergarten teaching be developed for throughout the schools, so as to supply a graduated manual training in connection with science teaching and

teaching of all subjects be accompanied, when possible, and ocular demonstration, and that the necessary apparatus be supplied to the schools.

board encourage modelling in clay in all departments in connection with drawing as a training of the hands and for the illustration of the teaching of geography and objects.

manual instruction should be given in connection with principles underlying the work, and with suitable drawing apparatus.

greater attention be paid to the teaching of mechanics, and apparatus for illustrating the instruction be supplied.

6. That instruction in practical geometry be included in the teaching of drawing, and that mechanical drawing to scale with actual measurements be encouraged in all boys' departments.

7. That the time now given for dictation be reduced, and that in substitution for the part omitted in the lower classes the reproduction by children in their own words of passages read out to them, and in senior classes original composition, be usually taken.

8. That the teaching of reading should be specially directed to give children an interest in books, and to encourage them to read for their own pleasure, and that reading books should be used for imparting a knowledge of geography, history, social economy, and facts of common life to all children who may not be able to take such subjects for examination.

9. That in order to allow time for experimental teaching and manual work the time now given to spelling, parsing and grammar generally be reduced.

10. That principals of all schools be required to forward each year for the approval of the school committee a scheme of object lessons and a copy of the time tables proposed to be used.

11. That teachers be informed that the board do not pay so much attention to the percentages obtained at written examinations as to the general tone and character of the school work as set out in the Supervisors' reports.

12. That the play grounds attached to schools be used for the formation of clubs for hardy sports, gymnaastic exercises, and drill.

13. That the question of organized physical education out of school hours receive careful consideration.

14. That with a view to secure the improvement of Kindergarten in the schools of the board, the education department be required to grant certificates to teachers after examination, showing that they have been trained in the principles and sound practice of Kindergarten.

Acting in the spirit of these recommendations would imply:

1. A great deal of intelligent and interesting reading in all the classes, for the purpose of securing readiness in word recognition, command of language, and fluency of expression. Opposed to this in the younger classes would be the mischievous habit of continually interrupting the reader and harassing him with trivial explanations. Minute accuracy is neither natural nor desirable in very young children. A correct general understanding is all that is necessary at that stage. Let the teacher be a good reader, and read much to his pupils for their imitation.

the attention to spelling as a specific exercise until the head fairly well. After they have spent three or four days becoming familiar with the forms of words by much reading and writing, an exercise in composition, spelling could then be taught at the least cost, thus saving much time for other important matters.

Arithmetic should be practical—dealing with matters of everyday life. Arithmetical puzzles should be postponed until they are understood by algebra. There are practical difficulties enough for the mind of mental gymnastics without creating artificial ones. Use of measures, ocular demonstration and experiment will make the principles and render the subject less abstruse. Here much time could be saved.

Very little attention be given to grammar or parsing until the principles have been reached. The mental discipline can be supplied by other means, while the practical uses can be acquired by composition and letter writing.

Geography be combined as much as possible with object lessons. Maps should be taught from maps made by the teachers and pupils. A day is required for the best teaching of geography.

Interesting biographical sketches should form the beginning of history teaching.

Instrumental and geometrical drawing for the purposes of training the eye and hand to accuracy should be continually associated with freehand drawing. Writing is very much improved by the use of drawing.

In teaching nature lessons pupils should be made to base their conclusions on what they observe, not on what they are told.

Physical training should be obligatory in all schools. It lends interest to school hours and gives a taste for a higher kind of life and subsequent life.

Teachers should be teachers and not lesson hearers.

Respectfully yours,

ALEXANDER MCKAY,

*Supervisor.*

COMMISSIONER'S OFFICE,  
October 31st, 1888.

## APPENDIX D.

## SPECIAL INSTITUTIONS.

## INSTITUTION FOR DEAF AND DUMB.

*(Extracts from Principal's Report for 1888, with Explanations)*

ATTENDANCE.—Boys, 41 ; Girls, 31 ; Total, 72.

*By Provinces*—Nova Scotia, 51 ; New Brunswick,  
P. E. Island, 7 ; Newfoundland, 8.

N. S.     *By Counties*—Colchester, 6 ; Digby, 6 ; Cumberland,  
Richmond, 5 ; Shelburne, 4 ; Annapolis, 4 ; Pictou,  
Halifax City, 4 ; Halifax County, 2 ; Yarmouth, 2 ;  
1 each from Cape Breton, Inverness, Guysboro, Lunenburg, Queens and Kings.

The additions to the school during the year are nearly double those of last year. The attendance from Nova Scotia is larger than in any previous year.

## NEW BRUNSWICK PUPILS.

In accordance with the resolution of the Board, the parents of New Brunswick pupils were duly notified that, in future, pupils from that Province could only be received on payment of *the same rate as that of our own Province*, viz.: \$120.00 a year for board and education. This step was deemed necessary owing to the change in the relation of the Institution to the Province, as affected by the Law making education of our Nova Scotia deaf-mutes a Provincial charge. It was felt that the Board could no longer continue to extend the advantages of the Institution to New Brunswick on terms really more favorable to their deaf-mutes than to our own. The natural result of this "re-departure" is the removal of most of our non-paying New Brunswick pupils, which, while it reduces our numbers, relieves the Institution from a source of financial loss, extending over many years. At the same time, the excluded pupils need not be deprived of the means of education, having the opportunity of joining the Institution at Fredericton, which is sustained by the New Brunswick government.

## DEAF AND DUMB INSTITUTION.

of the Provincial Legislature of April 19th, 1884, all deaf-mutes, between the age of eight and eighteen, are boarded and education in the Institution—a *per capita* 20.00 being provided by the law for each pupil received, paid by the Government and half by the municipality the pupil belongs. Pupils from other Provinces pay according to the regulations, but only a trifling amount is derived from this source.

## SYSTEM OF INSTRUCTION.

The statistics afford no proper idea of the nature and amount of work performed in this peculiar department of tuition. We therefore offer the following general remarks on the subject:

*In View.*—The specific object of deaf-mute education, distinct from all other, is the acquisition of written language, and the social intercourse and mental discipline, and as the means and implement of thought. The untaught deaf-mute knows nothing of the meaning and use of words, either written or printed, from an infant of a day old. To him, our mother tongue is a foreign language as Chinese or Arabic to an ordinary person. He has to acquire, by laborious and protracted study, what others learn rapidly and insensibly, and eye and eye together, without direct instruction. Communication starts from a point not reached by the deaf-mute in the earlier years of peculiar preliminary training. Hence the work consists in giving to our pupils the practical knowledge of the written language, and that general elementary information and training which they receive through the combined instrumentality of the common school converse, intercourse and influence, before commencing their common school course. Thus our work, strictly speaking, begins at the point where the common school begins. We, however, endeavor as far as time and circumstances permit, to give them some elements of grammar, composition, geography, arithmetic, and religious knowledge. A considerable part of our school-work is devoted to religious instruction.

*Pursued.*—Commencing with the manual alphabet and the deaf-mute pupil is led by the most gradual steps, and in a more than a theoretical manner—from simple names of objects, and actions, the formation of phrases and simple sentences through the various difficulties of vocabulary, inflection, and idiom in the English language, until he is able to understand and express his thoughts intelligibly in writing.

Means employed are chiefly the following:—

*Objects and visible actions*—as furnishing the rudiments of language and expression.



2. *Natural Signs*, or pantomimic gesture, imitative and descriptive for conveying information as such, for explaining the meanings and relations of words, and as a test of the pupil's comprehension.

3. Pictorial Illustration.

4. *Alphabetical Language*, or the *Manual Alphabet*, as a convenient and expeditious substitute for writing.

5. *Oral Instruction*, including *Articulation* and *Speech-Reading* or Lip-Reading.

#### DAILY LIFE OF THE INSTITUTION.

In summer the pupils are expected to rise about 6, a. m., and in winter about half an hour later. Pupils breakfast at 7.45 and teachers immediately after. At 9, a. m., we assemble in the schoolroom for prayers, and then class work begins, continuing till eleven o'clock. After fifteen minutes recess school resumes again till 12.45 o'clock. Pupils then dine, and teachers afterwards. Recreation till two, when school opens again till four o'clock. Work and recreation from 4 till 6, p. m. Supper at 6, p. m. Then recreation till seven. From 7 to 8 p. m. is "Study Hour," when the boys and girls assemble in their respective rooms, under charge of teachers, to prepare lessons for the following day. At 8 p. m. the day's work is closed with prayer, the younger pupils retiring at eight, and the older ones from 9 to 9½, p. m.

At meals, in order to ensure good order and deportment, the pupils are always under the eye of the Matron and some of the teachers.

Monday evening is "News Night," when a digest of the week's news is printed on the Hektograph and distributed among those pupils able to read. They are then required in turn to relate the different items in the sign-language for the benefit of the rest. Thursday is "Reading Night" for the boys, and Friday for the girls. We have a supply of the daily papers and other periodicals, including many "Institution Papers," edited and printed at various schools for the deaf throughout America. These furnish ample reading matter for the pupils, and our best thanks are due to the publishers of our own city and provincial papers, as well as to those abroad for their favorably kindly sent *gratis* to the institution.

On the fourth Monday of the month a lecture on some interesting subject, general historical or biographical, is given instead of the weekly newspaper.

Saturday, from 10, a. m., till noon, is devoted to drawing. Tuesday and Saturday afternoons we have our Calisthenic class under Mr. J. S. McKay.

## THE PUPILS SPEND THE TIME OUT OF SCHOOL.

is not spent in school or in study are divided between recreation. The boys keep the school-room, play-room, boot-room and yard clean; saw and chop the wood; assist in the carpenter's shop, and shoe shop, where all the work for the house are executed. For recreation, when the boys are free, they engage in such sports as foot-races, jumping, football, etc., skating and coasting in their season pastimes. For indoor exercise they have gymnastic exercises with marbles, tops, checkers, ring-toss, and similar games. Occasionally they take a walk to the Public Gardens, or to visit friends in town. Sometimes fishing."

On Friday afternoons from 4 to 6 o'clock, the girls are instructed in sewing and knitting under the direction of the teacher. Besides this, they keep their own clothing and the shoes and socks of the boys in repair. They assist in the kitchen and general housework, making their beds and dusting their rooms and halls, cleaning the knives, etc., being trained as far as possible to useful and industrious habits in what relates to the keeping and comfort of home. They have their calisthenic drill, regular walks in charge of the teacher, and daily out-door exercise within the grounds. They have the opportunity of going out to visit their friends under proper supervision. A healthier and happier family it would be

## HOW SUNDAY IS SPENT.

At nine o'clock, and have morning prayers at nine o'clock as usual. After that, weather permitting, they go to church, the Protestant pupils, in charge of teachers of the Protestant church, and the Roman Catholic pupils, in charge of their own church under the care of Mr. Angus. After dinner, from 2 to 2.45 is spent in preparing lesson for the next day. From 3 to 4 P. M. we have Sunday-school, when the pupils are arranged differently from the week-day order, so as to give interest to the work. Recess from 4 to 4.30. Then the pupils review the lesson of the afternoon. Supper at 5.30. The time is spent in social intercourse or otherwise till 7 o'clock. From 7 to 8 pupils again assemble in the school-room to read the Bible or story, in sign-language, of moral and religious subjects, after which they retire to their rooms, spending the rest of the evening till bed-time in social converse or otherwise, as becomes

## NUMBER OF DEAF AND DUMB IN NOVA SCOTIA.

The effort, referred to in my last report, to ascertain the number and names of the uneducated deaf-mutes of school age within the provinces, I regret to say, has not been as successful as might have been expected. I addressed over 600 circulars to the teachers of the school sections in six of the counties, and some 1,200 more were sent for distribution among those in the other twelve counties, through the Education Office. To these 1,800 circulars the whole number of replies received has been only 177, as follows, viz:—from Antigonish 14; Cape Breton county, 10; Inverness, 10; Victoria, 2; Kings, 6; Halifax, 23; Digby, 3; Lunenburg, 22; Richmond, 17; Colchester, 4; Shelburne, 3; Guysboro, 1; Yarmouth, 15; Queens, 12; Annapolis, 8; Pictou, 19; Cumberland, 8, and Hants none. These 177 replies give the names of 30 deaf and dumb persons who have never been under instruction, of whom 9 were over 18 years old, 8 under 8 years, 13 between 8 and 18 years, and 2 were imbecile as well as deaf and dumb.

Of those eligible under the law *four* have been admitted into the Institution during the year, but several others whom we endeavored and hoped to get to school have not yet come. We trust they may yet be got hold of before it is too late. There can be no doubt that the returns received are very imperfect, and something further ought to be done to secure a reliable list of the deaf-mutes of the Province that means may be used that all of a suitable age may enjoy the educational privileges provided for them by the law of the land. I cannot but again express my surprise that so little interest should be taken in this matter by the teachers of this Province. I know that in Ontario and the New England States efforts similar to ours have met with every encouragement, and proved successful in obtaining the information required.

I cannot close this report without a reference to the

## CONFERENCE OF PRINCIPALS AT JACKSON, MISSISSIPPI,

in April last which by your leave I was enabled to attend. This, the Sixth, Conference of Superintendents and Principals of American Institutions for the Deaf and Dumb, and the first convened in the "Sunny South" since the civil war, is distinguished as the "Gallaudet Conference," in honor of the centenary of the Rev. Thomas Hopkins Gallaudet, the benevolent and revered founder of the American system of deaf-mute education. At the conference 24 states of the Union and the Dominion of Canada were represented, and there were present several honorary members from boards of trustees. The Halifax Institution had the honor of being the sole representative of Canada on the occasion. Three days were spent in interesting and profitable discussions on matters relating to methods of instruction and the management of Institutions, a full report of which will shortly be issued from the press of the Mississippi Institution. It is in



peak too warmly of the courteous and generous hospital-  
southern people, or the interest manifested in the confer-  
work by the Governor, the Mayor and other prominent  
Capital and State of Mississippi.

absence I embraced the opportunity of visiting as many

#### SCHOOLS FOR THE DEAF IN THE UNITED STATES

mitted. Of these there are *eighty-six*, 73 public or State  
and 13 private and denominational schools, employing  
and educating 8372 pupils. I saw the best results of the  
d methods in leading institutions representing both the  
and the "Combined" systems of instruction. I cannot  
any detailed account of my observations. The following  
larly interested me:—

teaching, or the development and training of latent hear-  
the deaf—*ear-teaching* as it might be called.

aching, or the education of the deaf by speech and lip-  
ech-reading.

*Combined Method*, employing in various degrees and ways  
language and oral teaching.

cial and Manual training.

tion in Modelling and the Arts of Design. I was pro-  
essed with the grand scale and splendid equipment of  
ns, and the admirable work accomplished under all the  
yed. It would be hard to assign the palm of superiority  
e rival systems. Each in its own place and under its own  
med to be producing results of the highest value. From  
ool at Hartford, with its splendid record, to the noble  
ution, the largest in the world, with its 500 or 600 pupils  
s covering an area of fifteen acres, and the National  
ashington, the only one of the kind in existence, the  
the physical, industrial, mental and moral training of  
he great Republic seems about as perfect as human skill,  
munificence could make it. I believe that the American  
or the Deaf turn out their pupils better equipped for the  
tle of life than do the national schools for the education  
ed with all their faculties.

rk with the importance attached to industrial training.  
re furnished with a trade by which they can earn a  
ing the sheltering roof of the Institution. Shoemaking,  
inet-making, and printing, being those most generally  
"Institution for Improved Instruction," N. Y., conducted  
Oral system, has lately erected a building at a cost of  
ne purposes of manual training. There the aim is not to

teach any particular trade, but to teach the use of tools required in working different materials, as wood, metals and clay; also cooking, practical chemistry, modelling and design. The object of all this is simply educational—to educate the eye and the hand of the future artizan or artist. They do not intend to expect to make it “pay” any more than the teaching of language, geography, or arithmetic. It is simply part of a great scheme for the “all-round” education of the whole being of the child, brain, and heart, and eye, and hand. That such a system does pay in the end, even financially, is proved by the success of the pupils, even in the higher walks of industrial life. From this school have come two of the best designers in Tiffany’s celebrated establishment, New York, while other deaf-mutes, qualified by similar training elsewhere, occupy responsible and lucrative positions in various departments of skilled and artistic labor.

I should like if we could do something more systematic in industrial training in our own Institution in Halifax, and would respectfully commend the subject to the earnest attention of your Board, in the hope that some means may be devised of extending our usefulness in this direction.

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### HALIFAX SCHOOL FOR THE BLIND.

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#### *Extracts from Report of Board of Managers for 1888.*

In submitting to the members of the Corporation and to the public, this the eighteenth Annual Report of the Halifax School for the Blind, the Board of Managers have great pleasure in stating that the educational work under their management is being carried on in a systematic, intelligent, and satisfactory manner, and that the advancement made from year to year by the School, as evidenced in every department, is the most practical report that can be made as to the affairs of the Institution.

It has been the aim of the Board of Managers, as far as the means at its disposal would allow, to approve of and encourage the efforts of the Superintendent to further the educational interests of the blind of the Maritime Provinces, and we have always deemed it false economy to be satisfied with mediocrity in the scope of any of the departments of the School, many years’ experience having taught us that the education of the blind requires to be of the most thorough character, otherwise the results will be disappointing alike to the public and to the relatives and friends of those under instruction.

The changes recently made in the internal management of the School which are fully set forth in the Report of the Superintendent, were most carefully considered by the Board before being sanctioned; and it is gratifying to us to be in a position to state that, after a three

of the new arrangement, we feel satisfied that the changes and commencement of the present school session have in every advantage to the School and all concerned therewith.

features which mark the year just closing, are the of the Kindergarten System into the School, and the of a technical department for the training of our boys. will, we feel certain, the better prepare the pupils for ing they may determine to follow, and being as they are element of our school department, they should insure the of that symmetry of character so essential to success in

have to thank the Governments and Provincial Legisla- our Maritime Provinces for the liberal support accorded and to express thankfulness that the Legislature of New- s now made a provision for the education of those ight.

*Extracts from Superintendent's Report.*

f attendance herewith submitted, shows that 32 blind been under instruction during the year, 20 of whom were 2 females,—5 of these have since graduated or left the g the actual attendance, December 1st, 1888, 27, of whom and 10 females. Of these 16 are from the Province of 8 from New Brunswick, 1 from Prince Edward Island, ewfoundland.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
December 1st, 1887 .....	12	10	5	27
g the year .....	3	2	0	5
remained at home .....	1	2	2	5
December 1st, 1888 .....	14	10	3	27

GENERAL MATTERS.

orting upon the several departments in the School, it le that a few words of explanation should here be intro- to the close of the last School session, I had occupied the Superintendent of the Institution, as well as being an the school, musical, and tuning departments, and that at ioned, for private reasons, as well as for the best interests , I obtained the consent of your Board to resign my es, and became responsible for the performance of these oughly qualified instructors. By this arrangement, the ven by myself, is now performed by three graduates of essrs. Fletcher, Chisholm, and Reid, in each of whom I ason to feel the utmost confidence, and as the pupils now nt hours devoted to them each week, against the forty-

two hours that I previously gave to these duties, it is evident that the arrangement is advantageous to the School; and as it leaves me ample time to superintend the work of the several departments, I feel satisfied that your Board as well as everyone interested in the welfare of the School will recognize that the change is a decided forward step in the history of the Institution, and one that is likely to be advantageous to the blind of the Maritime Provinces.

#### SCHOOL DEPARTMENT.

This department has been thoroughly re-organized, and so far as the small number of pupils will allow of it, has been judiciously graded. The resignation of Miss MacKenzie, who for seven years occupied the position of lady teacher, necessitated the employment of a successor, and it is gratifying to state that we were fortunate enough to secure the services of Miss E. J. Hunter, who came to us with the highest recommendations, and who, since the School opened in September last, has discharged her manifold duties to my entire satisfaction. Mr. E. P. Fletcher, who for the past three years has been taking the Art course in Acadia College, is now engaged as the principal male teacher, and the results so far achieved prove that his heart is in his work. Several new studies have been taken up in the School, but the principal new departure is the introduction of Froebel's Kindergarten method of instruction, which is peculiarly adapted to the needs of the youthful blind. The mat-weaving, modelling in clay, drawing and peg boards, and the Kindergarten games, all serving to improve the touch, train the hand, and develop the mental preceptions of the pupils. With the same object in view, and in order to further this work, we have established a workshop for the training of our boys in the use of planes, saws and other carpenters' tools. The genuine pleasure which the boys take in this work, and the zeal with which they apply themselves, is being reflected in the other departments of the School, and we have every reason to believe that this manual training will be of lasting benefit to the pupils, as well from an intelligent standpoint as from the ability to use their hands more freely. The advocates of manual training in schools will find in this Institution a practical example of its working, and we cordially invite all such persons to come and inspect what is being done in that direction.

#### MUSICAL DEPARTMENT.

Mr. A. M. Chisholm, a graduate of this School, and subsequently a graduate of Scharwenka's Conservatory of Music of Berlin, has been placed in charge of our musical department, and as he is a conscientious and enthusiastic instructor, the work that is being done is thoroughly satisfactory. Classes in singing, writing and reading music, and in the theory of music, are being taught by Mr. Fletcher, while Mr. Reid, also a graduate of the School, gives instruction to the three young men now learning piano-forte tuning. Three of the pupils who were trained in the musical department, and who left the Institution at the close of the last school term, are now meeting with a fair share of success as music teachers. Miss Minnie Corbin is settle



wn, P. E. Island; Miss Maggie Newcombe, at Tangier, Mr. George Theakston, at Montague, P. E. Island. All beginning with every prospect of an increasing number. This is the practical side of the work in which we are encouraged by the necessity of keeping the department up to the standard of excellence.

#### GIRLS' WORK DEPARTMENT.

For many years I have felt that this department was not up to the standard of excellence, but I am pleased to state that for the last year has been under most skillful management, and that now our girls regard the two hours devoted to sewing, knitting, and all kinds of fancy work, as being the pleasantest part of the day. For this re-awakening we are indebted to Miss Ella, whose patient perseverance and steady application is rewarded by the gratitude of every girl that has been placed under her instruction.

#### WORKSHOP.

In the workshop there is little new to note, as the articles of willow-work manufactured are the same from year to year. When in England during the summer holidays I visited several workshops for the purpose of brought out with me samples of any new pieces that I thought young men might find a profitable market for when they returned to the institution. It is noteworthy that while these English workshops have been in existence for the past forty or fifty years, they adhere to the old methods adopted by basket makers with but little change, so that as a consequence only a minority of those receive who are employed succeed in making a livelihood. In the Ontario as well as in England, hollow models have been adopted, and any blind person with a little mechanical skill can be trained by their use to manufacture articles of useful as well as ornamental pieces of willow work. The instructor still retains his position as trade instructor, and is always ready to assist and direct those who may be placed in his department.

#### MISCELLANEOUS.

During the past year the School has been free from all contagious diseases, and the general health of the pupils has been fairly good. Much has been spared in making the sanitary conditions of the school all that could be desired. The food which is given to the pupils is plentiful in quantity and nutritious in quality. Exercise either in the gymnasium or in the open air is taken regularly each day, and everything is being done that can be done to make the physical training of those placed in our charge equal in every respect to that given in the other departments.

## APPENDIX E.

VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

(Incorporated 1888.)

OFFICERS AND DIRECTORS FOR THE YEAR 1888-89.

*President :*

DAVID ALLISON, LL. D., *Superintendent of Education.*

*Vice-President :*

MR. J. C. MACKINTOSH.

*Treasurer :*

MR. J. M. SMITH.

*Secretary :*

MR. A. MCKAY.

*Auditors :*

MR. J. M. DEWOLFE, MR. R. J. WILSON.

*Directors :*

*Ex-Officio :* { THE SUPERINTENDENT OF EDUCATION,  
THE MAYOR OF HALIFAX.

MR. JAMES DEMPSTER,

MR. MICHAEL DWYER,

MRS. J. F. KENNY,

DR. W. B. SLAYTER,

MR. F. S. WEST,

MR. J. C. MACKINTOSH,

MISS ELLA RITCHIE,

MR. E. P. ARCHBOLD,

MRS. J. S. MACLEAN,

MRS. WM. LAWSON,

HON. SENATOR POWER,

MR. J. M. SMITH,

MR. A. MCKAY,

MR. MICHAEL SHANNAHAN,

MR. H. W. C. BOAK.

TEACHING STAFF.

*Head Master :*

GEORGE HARVEY, A. R. C. A.

*Assistant Teachers :*

W. E. ENGLAND, *Artist,*

J. T. LARKIN, *Engineer,*

CHAS. H. HOPSON, *Architect,*

MISS L. CORNEILUS.

*Curator :* MASTER W. E. THEAKSTON.

*Reports Presented at the Annual Meeting held 31st August, 1888.*

1. FROM DIRECTORS' REPORT.

of the Victoria School of Art and Design have the  
it for public consideration the following Report of the  
operations of the Institution, including, as sources of  
nation, the appended reports of the Secretary, the Treas-  
Head Master.

statistical facts presented, it will be seen that the project  
g a centre of Art culture in Halifax has passed beyond  
tal stage. The chief embarrassments which have been  
ave arisen from the unexpectedly large demand for the  
of instruction which it is the province of such a school  
he Directors have sought to meet this demand, so far as  
their command would permit. It is their aim to so  
here of operations as to include all the leading branches  
ssion, particularly those which promise remunerative  
to persons mastering them. As to the work already  
ctors have not lost sight of the fact that the generous  
corded the enterprise by the Government of Nova Scotia  
Council of Halifax, contemplated mainly, if not entirely,  
ement of Art Education in its bearings on industrial  
t only have the Directors kept this important point in  
ey have made it a primary feature of their policy to  
ge of these practical studies just so fast as the means at  
will allow.

2. FROM SECRETARY'S REPORT.

aracter of most of the work done, it would be presump-  
o attempt to give an opinion. I have noticed, however,  
ils are taught self-reliance, and that their powers of  
udgment are called into action at every stage. General  
dwelt upon, and a taste for genuine art is developed.

ence to the industrial side of the School, employers of  
pressed themselves as much pleased with the increased  
manifested by their employes in attendance upon the  
s.

is destined to exert a very beneficial influence in Halifax  
at the Province,—an influence not confined to one grade

g in the Public Schools of Halifax, begun about four or  
will receive a much needed stimulus, and there hundreds  
ill feel the effect. The Saturday Class, taught by Miss  
increased its numbers each term since its inception. It  
ren not usually found in the Public Schools.

2. Mechanics will be able to work more intelligently and receive more wages. More attention may be expected to be given to the style of architecture employed in the erection of new buildings. Good taste in matters of art will be so improved as to increase the demand for more skilled work and workmen.

3.—Drawing is receiving the attention to which it is entitled, and one of the three methods, and in some respects the most effective method, of conveying thought.

It is to be hoped that a generous public will show their appreciation of what a number of noble women and earnest men are doing for the good of the general community.

A suitable building and an additional teacher for practical work such as modelling, etching, etc., and a lady teacher of needle work, are imperatively needed. The necessary funds should not be long wanting in Halifax.

### 3. TREASURER'S REPORT.

THE TREASURER, *in account with* VICTORIA SCHOOL OF ART AND DESIGN.

#### *Endowment Fund:*

Subscriptions .....	\$ 4,363 9
Amateur Theatricals, Government House...	61 2
Jubilee Ball.....	1,033 2
Art Loan Exhibition .....	622 7
Lecture in Charlottetown—Mrs. Leonowens.	60 0
Amateur Theatricals, Academy.....	1,003 1
City Council .....	3,000 0
	<hr/>
	\$10,144 2

#### *Current Account:*

School Fees .....	\$1,882 51
School Supplies sold .....	216 81
Local Government Grant .....	800 00
Interest.....	198 97
Annual Subscription.....	5 00
	<hr/>
	\$ 3,103 2
	<hr/>
	\$13,247 5



*Disbursements:*

Salaries .....	\$1,809 96	
Rent .....	193 14	
Outfitting		
School Supplies }	990 20	
Fuel and Gas .....	101 65	
Janitor .....	15 25	
Advertising and Printing .....	133 67	
General Disbursements per Master.....	436 62	
Sundries .....	51 80	
		<hr/>
	\$3,732 29	
Bonds, Town of Kentville.....	\$5,100 00	
Deposit Receipts Bank N. S.....	4,000 00	
Loan to "World's Fair".....	250 00	
At credit in Bank N. S.....	165 25	
		<hr/>
	\$9,515 25	
		<hr/>
		\$13,247 54
Endowment Fund—receipts.....	\$10,144 25	
Current Account,— " .....	3,103 29	
		<hr/>
		\$13,247 54
Investments,—Bonds Kentville.....	\$5,100 00	
Bank of Nova Scotia Deposit Receipts.....	4,000 00	
Current Acct., Disbursements .....	3,732 29	
Loan to Committee "World's Fair".....	250 00	
Balance at credit in Bank.....	165 25	
		<hr/>
		\$13,247 54

## ATTENDANCE, 1887-88.

CLASS.	Number of Students.		
	1st Term.	2nd Term.	3rd Term.
A.....	5	4	2
B.....	43	40	36
C.....	18	20	16
D.....	1	1	1
Freehand and Design.....	60	35	15
Model.....	46	22	8
Mechanical.....	34	40	31
Architectural.....	30	31	15
Perspective.....	2	5	4
Children's.....	19	21	26
Teacher's.....	.....	31	15
Halifax Ladies' College.....	7	12	4
Total.....	265	262	173

The total number of different pupils taking lessons throughout some part of the year was 282. Of these 80 were taught free; 84 at half amount, usually charged elsewhere for such lessons, and the remainder also at moderate rates.

## APPENDIX F.

## OF THE SUMMER SCHOOL OF SCIENCE.

The Annual Session of the Summer School of Science was held at Pictou, commencing July 23rd, 1888, continuing two weeks. It was marked by a much larger attendance than the first Session at Wolfville, in 1887.

Over five hundred persons were in attendance, including Instructors and Students.

At the first meeting, the Town Council of Pictou presented the Mayor an address of welcome, and placed at its disposal Pictou High School with its laboratory and collections in Natural History. In addition to the regular class work, excursions were made to the Pictou Steel Works, the Glass Works, and the Westville Coal Works. Shorter excursions were also made to places near Pictou, with a view of obtaining specimens in Botany, Zoology and Geology.

Here is a list of the Instructors and the subjects taught by them at the last Session, together with an extract from the Report of the Mayor, from which an idea of the general aim of the school and the work done may be gained :

H. MCKAY, B. A., B. Sc., F. R. S. C., President,  
*Instructor in Zoology.*

F. H. EATON, A. M., Normal School,  
*Instructor in Physics.*

A. G. McDONALD, A. M., Inspector of Schools,  
*Instructor in Land Surveying and Field Work.*

E. J. LAY, Esq., Inspector of Schools,  
*Instructor in Botany.*

H. W. SMITH, Esq., School of Agriculture,  
*Instructor in Chemistry.*

JOHN STEWART, M. D.,  
*Instructor in Physiology and Hygiene.*

JOHN WADDELL, Ph. D., Military College,  
*Instructor in Geology.*

A. J. PINEO, Esq., A. M.,  
*Instructor in Mineralogy.*

CAMERON, Esq., Principal Yarmouth Academy,  
*Instructor in Astronomy.*

J. B. HALL, Ph. D., Normal School,  
*Secretary.*

For examination purposes, the work in each subject is divided into three sections of equal value, as follows: (a) Prescribed Text-book, and Lectures; (b) Practical and Original work, such as Dissecting, Experimenting, etc.; (c) Collections, Mountings, Apparatus. The purpose of this arrangement is to lay the chief stress on real knowledge of a practical character, rather than on a knowledge derived chiefly from text-books. The lectures and demonstrations during the session of the school are intended chiefly to elucidate facts and principles that are more or less obscure, and to exhibit the best methods of teaching Elementary Science. All Laboratory work will be done by the aid of the simplest equipments, such as are within the reach of the Common Schools of Nova Scotia.

A prize of \$10.00 will be given for the best set, and another prize of \$5.00 for the second best set of home-made apparatus adapted for the use of Common Schools in illustrating the principles of Physics and Chemistry.

Sixteen students passed satisfactory examinations at the close of the last session, conducted in accordance with the above plan.

The prizes offered by the School for the best set of home-made apparatus for performing experiments in Chemistry and Physics was awarded to Mr. J. H. McMillan, Pictou.

At a meeting of the Directors held in Pictou it was decided to add Elocution to the course of study. Prof. J. Burwash, D. Sc., Mt. Allison College, will be the instructor in that subject. Further arrangements have been made, by which the School will have the benefit of a course of public lectures during the next session. These lectures are designed to present scientific subjects in a popular manner and give completeness and finish to the work of the School.

The lecturers for 1889 are as follows:—

David Allison, Esq., LL. D., *Superintendent of Education.*

A. W. Sawyer, LL. D., *Acadia College.*

N. McNeil, D. D., *St. Francis Xavier's College.*

Charles McDonald, M. A., *Dalhousie College.*

J. Burwash, D. Sc., *Mt. Allison College.*

The third session of the School will take place at Parrsboro, commencing July 22nd, 1889.





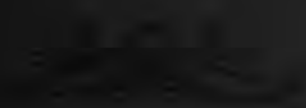
ANNUAL REPORT

OF THE BOARD OF EDUCATION

FOR THE SCHOOLS OF NOVA SCOTIA

PREPARED BY THE SECRETARY

— 1900 —







# ANNUAL REPORT

OF THE

COMMISSIONER OF EDUCATION

ON THE

## SCHOOLS OF NOVA SCOTIA

for the Year ending 31st October,

1889.

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HALIFAX, N. S. :

PRINTED BY THE  
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QUEEN'S PRINTER.

1890.

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JOHN WATSON & SONS, PRINTERS; 125 HOLLIS STREET.



EDUCATION OFFICE,

HALIFAX, March, 1890.

honor to transmit herewith, to be laid before  
Lieutenant-Governor, my Report on the Public  
Scotia, for the School year ended October 31,

I am, with respect,

Your obedient servant,

DAVID ALLISON,  
*Superintendent of Education.*

J. FIELDING, M. P. P.,  
*Secretary.*



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Inspector's Report :—

District No.

1.....
2.....
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4.....
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6.....
7.....
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PART I.

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GENERAL REPORT, 1889.

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# ANNUAL REPORT

— ON THE —

## SCHOOLS OF NOVA SCOTIA,

1888-9.

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THE HONORABLE ARCHIBALD WOODBURY McLELAN,  
*present Governor of the Province of Nova Scotia :*

YOUR HONOR,—

I have the duty assigned me by law, I respectfully submit  
report on the Public Schools of the Province for the  
October 31st, 1889. Though the gross registration of  
shows a slight comparative decline, the main features of  
the report as presented in the statistical tables and supple-  
ments will be found encouraging. The percentages measuring  
attendance are unprecedentedly high, and the returns  
in the total number of *different* pupils registered there  
falling off, the *average* number daily receiving instruc-  
tion in the rooms of the Province has considerably exceeded that  
of any preceding year.

Notwithstanding the stationary character of the registration, there  
has been a considerable increase in the number of schools and teachers.  
One of the causes of this apparent anomaly is to be found in the fact  
that the number of schools has been chiefly due to the development of  
into graded schools, and to the multiplication of depart-  
ments of population. While these processes have contri-  
buted to the benefit of education, they have often had no  
effect on attendance.

## STATISTICAL ABSTRACT.

### 1.—SCHOOL SECTIONS.

Total number in Province.....	1886
“ “ “ 1888.....	1860
Increase .....	26
No. of Sections without Schools....	Winter. Summer. Year.
“ “ “ “ 1888 265	314 178 82
“ “ “ “ 1888 265	151 61
Increase, 49	Increase, 27 Increase, 21

### 2.—NO. OF SCHOOLS, PUPILS, TEACHERS, &C.

Total No. Schools in Operation .....	Winter. Summer.
“ “ “ 1888....	2069 2193
“ “ “ 1888....	2045 2166
Increase .....	24 Increase, 27
Total No. Registered Pupils .....	82371 86488
“ “ “ 1888....	82486 86582
Decrease.....	115 Decrease, 94
Total No. of Different Pupils During Year.....	103688
“ “ “ “ 1888.....	105231
Decrease .....	1543
Total No. of Teachers and Licensed Assist- ants employed.....	2107 2257
“ “ “ 1888	2085 2222
Increase .....	22 Increase 35

### 3.—PROPORTION OF POPULATION AT SCHOOL, &C.

Proportion of Population at School.....	Winter. Summer.
“ “ “ 1888....	1 in 5.3 1 in 5.
“ “ “ during year.....	1 in 5. 1 in 4.2
“ “ “ 1888.....	1 in 4.1
Decrease.....	1 in 285.

	Winter Term.	Summer Term.
Pupils daily present on an average		
in session.....	49773	50302.4
" " 1888	47520.8	49893.7
Increase.....	2252.2	Increase, 408.7
Pupils daily present on full term		
.....	47764.3	48401.5
" " 1888	45663.4	47985.7
Increase .....	2100.9	Increase 415.08
Pupils daily present on average		
time Schools were in session	60.4	58.1
" " 1888	57.6	57.6
Increase .....	2.8	Increase .5
Pupils daily present on an		
average for full term.....	57.9	55.9
" " 1888	55.3	55.4
Increase .....	2.6	Increase .5
Days' attendance .....	5426683	5177466
" " 1888	5255785	4892131
Increase.....	170898	Increase, 285335

## 4.—CLASSIFICATION OF TEACHERS.

Teachers (Grade A).....	44	43
" " 1888	38	41
Increase.....	6	Increase 2
Grade B) Male Teachers ....	184	181
" " 1888	185	163
Decrease.....	1	Increase 18
Grade B) Female Teachers.....	136	128
" " 1888	131	140
Increase.....	5	Decrease 12
Grade C) Male Teachers .....	219	187
" " 1888	222	204
Decrease.....	3	Decrease 17

	Winter Term.	Summer Term.
Second Class (Grade C) Female Teachers....	808	889
"    "    "    1888	795	881
Increase.....	13	Increase 8
Third Class (Grade D) Male Teachers .....	138	152
"    "    "    1888	161	151
Increase.....	23	Increase 1
Third Class (Grade D) Female Teachers ....	561	654
"    "    "    1888	533	621
Increase.....	28	Increase 33
Total No. Male Teachers .....	583	561
"    "    .....1888	603	556
Decrease.....	20	Increase 5
Total No. Female Teachers.....	1507	1673
"    "    .....1888	1462	1645
Increase.....	45	Increase 28

## 5.—PERIOD OF SERVICE OF TEACHERS.

No. of Teachers engaged in same sections....	1058	1379
"    "    "    1888	1061	1344
Decrease.....	3	Increase 35
No. of Teachers removed to another section...	726	672
"    "    "    1888	696	672
Increase.....	30	
No. of new Teachers .....	306	183
"    "    .....1888	308	185
Decrease.....	2	2

## 6.—SUMMARY OF GOVERNMENT EXPENDITURE IN PUBLIC SCHOOLS.

Common Schools .....	\$82000 00	\$85500 00
"    "    1888 .....	82004 81	85500 00
Decrease.....	4 81	

emies .....	\$13356 66
" 1888 .....	13306 67
Increase .....	49 99
Expenditure assignable to Counties. ....	\$180856 66
" " " 1888 .....	180811 48
Increase .....	45 18
Schools .....	\$12183 34
" 1888 .....	12000 00
Increase .....	183 34
of Teachers .....	\$903 23
" 1888 .....	786 95
Increase .....	116 28
Expenses Normal School Pupils .....	\$990 55
" " " 1888 .....	946 60
Increase .... ..	43 95
.....	\$3000 00
.....	3000 00
Expenses Superintendent .....	\$400 00
" " 1888 .....	400 00
es .....	\$1451 95
1888 .....	1082 59
Increase .....	369 36
Expenditure not assignable to Counties. ....	\$18929 07
" " " 1888 .....	18216 14
Increase .....	712 93
ment Expenditure in aid of Public Schools	\$199785 73
" " " 1888 .....	199027 62
Increase .....	758 11
r the Deaf and Dumb and Halifax School	
the Blind .....	\$4042 50
" " " 1888 .....	3885 0\$
Increase .....	157 50

Normal and Model Schools. ....	\$7068 00
“ “ “ 1888. ....	6608 70
Increase. ....	459 30
School of Agriculture ....	\$2025 63
“ “ 1888. ....	1674 97
Increase. ....	350 66
Total Government Expenditure for Education. ....	\$212921 86
“ “ “ “ 1888. ....	211196 29
Increase. ....	1725 57

## 7.—TOTAL EXPENDITURE FOR PUBLIC EDUCATION.

Gov't. Expend. for Public Schools. ....	\$199785 73
“ “ Inst. for Deaf and Dumb and Halifax School for the Blind	4042 50
“ “ Normal and Model Schools....	7068 00
“ “ School of Agriculture. ....	2025 63
	—————\$212921 86
Local Expenditure—County Fund. ....	\$118281 00
Assessment on Sections for support of Schools.	287807 55
“ “ Buildings and Repairs..	53908 64
	—————459997 19
Total Expenditure for Public Education. ....	672919 05
“ “ “ 1888. ....	675995 67
Decrease. ....	\$ 3076 62

## STATISTICS OF THE SCHOOLS.

These are given in detail in Tables I-VI, while the more important are summarized and compared in the preceding Abstracts.

*Sections without Schools.*—Eighty-two sections are reported as having had no schools at any time during the year. This is an apparent increase over the preceding year of twenty-one. It may be pointed out that at the last annual meetings of the Boards of School Commissioners, circumstances required the formation of an unusually large number of new sections, and that in some cases such sections, in which school organization was necessarily not effected until the opening of the now current year, are in the Inspectors' returns included in the above calculation. There has, however, been an actual increase, which though small is to be regretted. The almost uninterrupted tendency of the past ten years has been towards the expansion of the area of education, that is, towards a reduction in the number of sections destitute of schools. The slight check reported I am unable, after careful inquiry, to ascribe to the operation of any general cause. In some cases the explanation is to be found in the failure of some particular industry to yield its customary returns in localities where the maintenance of school facilities is at best but precarious. The 82 sections without schools in operation during any part of the year 1888-9, are thus distributed among the various counties :—

Annapolis .....	7
Antigonish .....	2
Cape Breton .....	15
Colchester .....	1
Cumberland .....	5
Digby .....	4
Guysboro .....	5
Halifax .....	5
Hants .....	2
Inverness .....	7
Kings .....	1
Lunenburg .....	1
Pictou .....	6
Queens .....	1
Richmond .....	4
Shelburne .....	4
Victoria .....	10
Yarmouth .....	2

*Number of Schools and Teachers.*—The returns of the Winter term show an increase, in schools of 24, and in teachers of 22. The corresponding increases for the Summer term are 27 and 35. Throughout the year more schools were in operation and more teachers employed than at any previous period.

*Attendance.*—The following is a statement of the registration of pupils from 1866 to 1889 inclusive :

YEARS.	No. of Pupils registered in Winter.	No. of Pupils registered in Summer.	No. differ- ence [Pupils regis- tered during the year]
1866.....	45131	56017	71059
1867.....	61818	70075	83048
1868.....	65983	72141	88707
1869.....	72756	75523	93732
1870.....	74321	76237	94496
1871.....	74759	77235	92858
1872.....	70780	76496	91637
1873.....	70320	78266	93759
1874.....	72645	79910	93510
1875.....	76349	81878	94029
1876.....	77593	82034	94162
1877.....	80788	83941	100710
1878.....	81523	84169	101538
1879.....	81640	84356	99094
1880.....	73978	78808	93700
1881.....	77468	80189	98148
1882.....	76888	81196	95912
1883.....	79091	81863	98307
1884.....	80041	84266	101069
1885.....	81472	86578	103288
1886.....	84570	86858	105410
1887.....	84217	86731	105137
1888.....	82486	86582	105231
1889.....	82371	86488	103688

The following is a statement of the registration of the pupils by counties :—

	1888.	1889.
Annapolis .....	4800	4658
Antigonish .....	4110	4022
Cape Breton.....	7591	7129
Colchester .....	6589	6635
Cumberland.....	7624	7511
Digby .....	4896	4783
Guysboro .....	4089	3919
Halifax Co. ....	6870	6862
“ City .....	7190	7127
Hants .....	5913	5762
Inverness .....	6489	6604
Kings .....	5784	5763
Lunenburg .....	7979	7810
Pictou .....	7875	7948
Queens.....	2531	2564
Richmond .....	3021	2847
Shelburne .....	3842	3806
Victoria .....	3054	2718
Yarmouth .....	5074	5220



been no appreciable change in the proportion of the rolled as at school during the respective terms, but in the ation of the year the proportion shows a falling off, y the difference between 1 in 4.1 and 1 in 4.2, or absolutely e entire population.

ncial average of attendance (1 in 4.2) was exceeded in counties :—Cumberland and Lunenburg, 1 in 3.6; Inver- 8; Shelburne, 1 in 3.9; Colchester, Hants, Kings and in 4; Digby and Queens, 1 in 4.1. The following fall neral average :—Cape Breton, 1 in 4.3; Annapolis and 4; Antigonish, Guysboro and Victoria, 1 in 4.5; Halifax Halifax City, 1 in 5; Richmond, 1 in 5.3.

y of Attendance.—The following table shows the percent- ed pupils daily present on an average during the period hools were open for the respective terms of the past

	Winter.	Summer.
.....	55.2	55.4
.....	56.9	56.5
.....	57.8	57.2
.....	57.6	58.
.....	59.7	59.5
.....	57.9	59.2
.....	57.6	57.6
.....	60.4	58.1

uced to the basis of the full number of teaching days in terms the percentages stand as follows :—

	Winter Term.	Summer Term.
.....	52	51.7
.....	53.7	52.7
.....	54.8	53.6
.....	54.7	54.8
.....	57.1	57.1
.....	56.7	56.8
.....	55.3	55.4
.....	57.9	55.9

percentages measure both the regularity of attendance and time during which the schools were in operation.

## PERIOD OF SERVICE, SEX, AND SALARIES OF TEACHERS.

During the winter term 1058 teachers continued to teach in the same sections in which they taught the preceding term : 726 removed to other sections, while 306 engaged in teaching for the first time. During the summer term, the corresponding figures were 1379, 672, and 183.

Of the 222 male teachers of the academic and first classes (grades A and B) in charge of schools during the summer term, 103 have been in service for upwards of *seven* years ; 26 for upwards of *five* years, and 35 for upwards of *three* years. Altogether, of the 226 male teachers of the higher grades (A and B) 164 have been in service for upwards of *three* years.

Of the 1019 female teachers of the first and second classes (grades B and C) employed during the summer term, 241 have been in service upwards of *seven* years ; 121 for upwards of *five* years, and 186 for upwards of *three* years. Altogether, of the 1019 teachers of these grades, 548 have been in service for more than *three* years.

In regard to sex, the teachers in the Public Schools (an average between the two terms being taken) are classed as follows :—Male, 572 ; Female, 1590. As compared with the preceding year, the number of male teachers has decreased by 11, and that of female teachers increased by 37.

The average salary throughout the Province for male teachers of the first class was \$437.84 as compared with \$437.74 in 1887–8. The highest averages paid such teachers were in Halifax City, \$785.32, Pictou, \$548.22 ; Yarmouth \$544.32. The average of salaries was above the general average in the following other counties :—Guysboro, \$515.32 ; Halifax Co., \$495.32 ; Hants, \$461.32 ; Lunenburg, \$442.32 ; Colchester, \$438.64.

The Provincial average for female teachers of the first class was \$297.29, as compared with \$298.11 of previous year. The three highest averages were in Halifax City, \$451 ; Shelburne, \$335.32 ; Cape Breton, \$328.18. The general average was exceeded in Colchester, \$327.54 ; Annapolis, \$325.32 ; Halifax Co., \$316.32 ; Yarmouth, \$311.32 ; Hants, \$304.74.

The general average for male teachers of the second class was \$250.31, as compared with \$253.93, in 1888. The three highest averages were : Halifax County, \$310.50 ; Hants, \$308.16 ; Yarmouth, \$286.50.

Provincial average for female teachers of the second class was compared with \$228.48 in 1888. The three highest averages are:—Halifax City, \$315; Halifax Co., \$260.50; Colchester, \$254.76.

Provincial average for male teachers of the third class was compared with \$190.21 in 1888. The three highest averages are:—Digby, \$239.66; Yarmouth, \$234.66; Kings, \$214.33.

Provincial average for female teachers of the third class was compared with \$161.17 in 1888. The three highest averages are:—Halifax City, \$300; Yarmouth, \$167.66; Lunenburg, \$161.17.

With the exception of first class male teachers, all grades as to salary have experienced slight, though in some cases appreciable, reductions.

The Superintendent explained that the general or Provincial averages above given are based on the basis of *County* averages, and thus represent approximately the actual average salary of all the teachers of a grade throughout the Province. If in a County there are few teachers of a given grade, the salaries received by these teachers necessarily exert a disproportionate influence in determining the Provincial salary of that grade.

## EXAMINATION FOR TEACHERS' LICENSES.

The following contains in detail the statistics of the last annual examination for teachers' licenses. The following is a summary:—

Total number of candidates examined, 1287; in 1888, 1283; increase, 4.

Of candidates examined for Academic License, in 1889, 1283; in 1888, 1277; increase, 6.

Of candidates examined for First Class License (Grade B), 1889, 168; in 1888, 142; increase, 26. Licenses issued in 1889, 43; in 1888, 77;

Divided between the sexes the results stand as follows:—Male candidates, 1889, 93; 1888, 86; increase, 7. No. of female candidates, 1889, 75; 1888, 56; increase, 19. No. of licenses issued to male candidates, 1889, 22; 1888, 48; decrease, 26. No. of licenses issued to female candidates, 1889, 21; 1888, 29; decrease, 8.

Of candidates examined for Second Class (Grade C), 1889, 683; in 1888, 688; decrease, 5. Total number of

licenses issued to Second Class candidates, 1889, 183; in 1888, 231 decrease, 48. Subdivided into relation to sex these items stand: Number of male candidates, 1889, 145; 1888, 175; decrease, 30. Number of licenses issued to male candidates, 1889, 40; 1888, 61 decrease, 21. Total number of female candidates, 1889, 538; 1888, 513; increase, 25. Number of licenses issued to female candidates of the Second Class, 1889, 143; 1888, 170; decrease, 27.

Total number of candidates for Third Class (Grade D), licenses 1889, 418; 1888, 449; decrease, 31. Total number of licenses issued to Third Class candidates, 1889, 143; 1888, 150; decrease, 7. Analyzed in relation to sex, these items stand: Number of male candidates, 1889, 93; 1888, 100; decrease, 7. Number of licenses issued to male candidates, 1889, 30; 1888, 31; decrease, 1. Total number of female candidates, 1889, 325; 1888, 349; decrease, 24. Number of licenses issued to female candidates, 1889, 113; 1888, 119, decrease, 6.

Of the whole number of applicants for license, 382 received the class applied for, in comparison with 468 in 1888, a decrease of 86. 715 received licenses of some grade, a number exactly corresponding with that of the preceding year; while 572 failed to obtain licenses of any kind, in comparison with 576 in 1888. Of the candidates obtaining license, 136 simply maintained the grade previously held, a comparative increase of 51, while 28 sank to a lower class. The number of candidates holding license prior to the examination and succeeding in obtaining an advance of grade was 118, as compared with 171 in 1888, a decrease of 53. The number obtaining for the first time licenses of some class was 433, as compared with 455, a decrease of 22.

The examinations are uniform for each class of license respectively and are conducted by printed questions and written answers. The written papers are valued (in parts of 100) by the Provincial Examiners, who have no means of knowing either the personality or the residence of the candidate. Licenses valid throughout the Province are issued under the seal of the Council of Public Instruction to all successful candidates. For the due protection of the interests, both of the Province and of candidates, awards are in all cases made in strict accordance with the published Standards of Examination. All possible pains are taken that the questions of a given year, while avoiding repetition, shall not differ too sharply in point of difficulty from those of the preceding examination, proper allowance of course being made for the general progress of education in the country. The following table showing the *percentages* of successful applicants in each of the three lower classes during the past eight years, will be of interest. It may be observed that, as a rule, whenever the number of applicants for an grade has been exceptionally large, the percentage for that year shows a more or less marked decline.



Percentage of applicants who received the License applied for.					
FIRST CLASS, Grade B.		SECOND CLASS, Grade C.		THIRD CLASS, Grade D.	
Male.	Female.	Male.	Female.	Male.	Female.
.... 41	57	44	45	41	39
.... 49	45	38	36	25	40
.... 45	59	36	35	29	45
.... 49	53	32	41	36	50
.... 43	58	43	41	34	35
.... 45	41	40	40	30	23
.... 33	26	40	33	27	21
.... 55	51	34	33	31	34
.... 23	28	27	26	32	34

## STUDIES OF PUPILS.

contains a statement of the number of pupils receiving the various branches, according to the provisions of the study for Common Schools and for High Schools respectively. The following summary is given to promote convenience, but the figures furnished in the table will repay investigation.

## COMMON SCHOOL COURSE—(Eight Grades).

	Winter Term.	Summer Term.
Registration .....	82371	86488
Physical Health .....	43399	44144
Temperance .....	34502	35377
Moral and Patriotic Duties .....	44515	41161
Nature (familiar objects, phenomena and laws) ..	50362	55672
(theory) .....	8320	10472
By rote) .....	27716	32157
Grades I.-VIII. ....	78473	81741
“ II.-VIII. ....	65386	63397
“ I.-VI. ....	52032	55290
“ VII. and VIII. ....	16172	13935
“ “ “ ....	11310	9781
“ III.-VIII. ....	48104	45056
“ V.-VIII. ....	27408	24559
“ I.-VIII. ....	75715	75605
Grade VIII. ....	4683	4287
“ “ ....	3447	2611
Grades I.-VIII. ....	73560	75734
“ “ ....	37881	41253
Spelling, Grade VIII. ....	4016	2022
“ “ ....	178	198

## HIGH SCHOOL COURSE.—(3 Years.)

*(Attendance in the County Academies is included.)*

	Winter Term.	Summer Term.
English Language .....	2126	1957
English Literature .....	514	511
Geography .....	2524	2352
History .....	2549	2353
Arithmetic.....	2602	2341
Geometry .....	2555	2353
Algebra. ....	2457	2408
Practical Mathematics .....	374	233
Drawing.....	849	987
Book-keeping ..	1778	1454
Physics .....	1023	370
Botany .....	417	1282
Chemistry, (Inorganic) .....	615	275
Chemistry, (Agricultural) .....	124	192
Physiology.....	438	323
Geology .....	35	129
Latin .....	1084	972
Greek .....	197	176
French.....	660	654

The studies of pupils in the Public Schools are regulated by Courses or Programmes duly prescribed by the Council of Public Instruction under authority of law. The existing Course of Study for Common Schools has been in operation for some eight or nine years, that for High Schools for about half that period. In their respective spheres of application, each has undoubtedly wrought a great improvement on the previously existing state of things. The impression prevails, however, that in the light of experience they are now susceptible of advantageous modifications. At the late meeting of the Provincial Educational Association, a Committee representing all parts of the Province and all departments of the Educational Service was appointed to recast these Courses for the consideration of the Council of Public Instruction, with a special view of bringing them in better adjustment with one another and with the prescribed syllabus for teachers' examinations.

## EXPENDITURE :—(See Tables XIII., XIV., XV.)

The total Government expenditure for Education was \$212,921.86, as compared with \$211,196.29, an increase of \$1,725 57. The principal item of expenditure, the total of grants to teachers, is now fixed by law. The increase represents small individual increases in expenditures for Normal School, School of Agriculture, and one or two other services.

Following are the aggregates of teachers' grants for the past  
 :—

.....	\$150,455	97
.....	151,655	38
.....	143,493	92
.....	148,173	50
.....	149,058	22
.....	149,761	50
.....	153,694	00
.....	160,513	55
.....	167,184	97
.....	172,067	28
.....	167,504	81
.....	167,500	00

and statement of the distribution of the grants for the winter  
 1899 was published, as the law directs, in the *Journal of*  
 for October last. A similar statement for the summer term  
 publication in the forthcoming issue of that periodical in

#### COUNTY.

Provisions of the law for the levying and apportionment of the  
 are as follows:

Each year of the Municipality in each county, except as herein-  
 provided in relation to the City of Halifax, shall add to the sum  
 required for general municipal purposes, at the regular meeting of  
 the Council, a sum sufficient, after deducting costs of collecting and  
 disbursements, to yield an amount equal to thirty cents for every in-  
 the Municipality, according to the last census preceding the  
 municipal rate-roll; and the sum so added shall form and  
 be included in the municipal rates. One-half the sum thus raised shall  
 be paid annually by the Municipal Treasurer upon the order of  
 the Superintendent of Education.

One-half of the amount provided to be raised annually, as afore-  
 said, at the close of each half year, be apportioned to the  
 Schools conducted in accordance with this chapter, to be  
 used for the payment of teachers' salaries; and each school shall be  
 to participate therein at the rate of twelve and a half dollars  
 for each licensed teacher employed, and the balance of the  
 amount shall be distributed among the schools according to the  
 number of pupils in attendance and the length of time in  
 session, but shall receive no allowance for being in session more than  
 one hundred and eighty days in any one half year."

The annual amount of the County Fund for the entire Province  
 was \$281.00. Under the above provisions, as modified by the

Acts in relation to the education of the Blind and of the Deaf and Dumb, the County Fund for 1888-9 was appropriated as follows:

Paid to trustees in proportion to the average number of pupils and length of time schools were in operation..	\$65,861
Paid to trustees in respect to teachers employed.....	49,104
Paid to Halifax School for the Blind.....	1,125
Paid Institution for the Deaf and Dumb. ....	2,190

#### SECTIONAL.

The total sectional assessments for the direct support of schools, reported, amount to \$287,807.55, a decrease of \$12,588.45. The same was levied throughout the Province for building and repair of school houses to the amount of \$53,908.64, an increase of \$7,960.64.

#### PROVINCIAL EDUCATIONAL ASSOCIATION.

The annual meeting of the Provincial Educational Association was held on the 11th and 12th of July, in the Convocation Hall of the Normal School, Truro. The enrolled attendance which numbered nearly four hundred, was quite up to the average of former sessions, and was especially representative in character. The committee having charge of the preliminary arrangements had performed its duty with pains-taking care and an intelligent recognition of the educational needs of the hour. The outcome was a meeting of unsurpassed interest and profit.

The programme as arranged provided for, (1) the discussion of important educational questions in a series of prepared papers; (2) a public meeting to be addressed by prominent gentlemen from outside the pale of the Association; (3,) sectional meetings for the consideration of questions of special interest to particular departments of the public school service and (4,) the transaction of routine and miscellaneous business.

All parts of the programme were satisfactorily carried out. Under the first head excellent papers were read by A. McN. Patterson, A. M. on "Obstructions in our Educational System;" Professor F. Eaton on the "Course of Study;" Professor Tufts of Acadia College on "Civics in the Public Schools;" and by H. S. Freeman, B. A., on "Transfer Examinations." These essays, apart from their intrinsic merits, were of value in eliciting profitable discussion. While occasionally special statements and theories advanced by the writers were criticized with some keenness, the general positions taken by them were endorsed by the general sense of the Association. The gentlemen invited to address the public meeting were His Lordship the Bishop



and the Hon. D. C. Fraser, M. L. C., M. E. C. Their pertinent addresses are thus epitomized in the *Educational*

Fraser, was introduced as the first speaker. His subject was 'Our Com-  
 munity' which he discussed under such heads as their object, their equipment, and  
 their future. His treatment of the subject was very effective, and was specially  
 appreciated by the clergy. But trustees and even higher officials came in for some very por-  
 tions. The freedom of our schools from denominational control was one great  
 point. This did not mean the prohibition of religious teaching. It meant the  
 advancement of secular education, by all combining to work for common wants.  
 The separation of religious teaching by relegating it to the various churches, where  
 religious instruction, Sunday schools, or religious classes, the instruction could  
 be given from the respective authoritative sources.

Bishop Courtney followed in a very pleasant and fascinating speech. His  
 points were most apt, and brimful of humor he went on increas-  
 ingly until he reached his final and main argument. The clergy were teachers  
 of their number. But when a clergyman read up everything until he was  
 tired he knew enough for his congregation for ever, he would perhaps be  
 that when about fifty the pews would begin to become empty. Children  
 are much more readily of the teacher who is not constantly adding to his  
 criticized particularly defective enunciation and pronunciation in such  
 visited in this country, although he by no means complimented the  
 institutions in the schools south of the boundary. And finally he laid great  
 of the Bible as a text-book in the public schools. He thought any objec-  
 tion it could certainly be overcome by arrangement between the heads of the  
 denominations. His lordship's argument was put as forcibly as any man  
 could put it. But the reception of it by the audience conveyed the  
 that they felt a few years' longer stay in Nova Scotia would result in his  
 attachment to the views so well expressed by Mr. Fraser."

In the forenoon of the second day of meeting the Association  
 met in the following groups:—ACADEMIC SECTION, COM-  
 MON SCHOOL SECTION, and PRIMARY SECTION. These were presided  
 over by Mr. J. A. Smith, A. B., Principal of Digby Academy,  
 Mr. J. A. Smith, A. B., Principal of the public schools, Oxford, and Inspector  
 of the Halifax. Before the first named section valuable papers were  
 read by Prof. H. W. Smith, B. S., of the School of Agriculture, on  
 "Science in the School," and by Mr. N. C. James, B. A., of  
 the Academy and Mr. Geo. J. Miller, Principal of the Public  
 School, on the common theme of "Academic Diplomas."  
 The papers served as the basis of interesting conversations.  
 The originator on the latter subject and its treatment took in  
 involving the consideration of our present educational  
 outlook. The Common School Section was equally interested  
 in a highly practical character on language and arithmetic  
 by the well known teachers Misses Burgoyne and Church. The  
 Primary Section was chiefly devoted to Kindergarten  
 and the claims of that system of elementary instruction on  
 the claims of that system of elementary instruction on  
 These claims were effectively presented in papers read  
 by Mr. Campbell, B. A., Principal of the Truro Academy, and  
 by Mr. J. A. Smith, a graduate of the training department of the Truro

At the items of miscellaneous business transacted it is only  
 mentioned in this connection the appointment of a committee  
 for the next meeting of the Association such modifications in

in the prescribed courses of study for common and high schools as may found desirable, and also to consider and report on the advisability memorializing the legislature to change the established order of terms the school year.

## COUNTY ACADEMIES.

Particulars in relation to these Institutions will be found in Tab XVII., and also references to their working in the various inspection reports. The following is an abstract of County Academy registration for the three years during which the "Act to Encourage Academic Education" has been in operation :

	Total Registration.	Average Attendance— Winter Term.	Average Attendance Summer Term.
1888-89. ....	1482	888	714
1887-88. ....	1504	870	734
1886-87. ....	1414	819	694

During the year each academy was examined according to regulation by myself in conjunction with the Inspector of Schools for the district in which it is situated. The end proposed for this examination is to ascertain, not of the precise relative standing of the pupils, but of their general fitness to take rank in the academic register. On the whole the results were satisfactory to myself and the Inspectors. Almost everywhere evidences were given of sound intellectual training, free from injudicious forcing and the verbal simulation of knowledge. In comparison with the observations of previous years, there were but few signs of the premature admission of pupils.

On the whole our Academic system is working well. While a means of encouraging and subsidizing intermediate education, it cannot be regarded as ideally perfect, either on educational or equitable grounds, from a practical point of view it is probably as effective and good as any substitute possible under existing circumstances.

A number of the Academies, as those at Halifax, Pictou, Antigonish, Sydney, Yarmouth and Truro, are really first-class institutions, applying on larger or smaller scales the principle of division of labor, and not suffering by comparison with the High Schools of any similar situated country. Others of smaller dimensions are doing equally good service in a more restricted sphere, while the growth of several of them will at an early day demand an increase of staff for the better special

work of instruction. Candor compels me to admit that there are still so feeble that they with difficulty meet the easy imposed by the Act under which they are operated.

ment from the Public Educational services of the Rev. is an event of sufficient importance to be recorded in this principal of the Halifax Grammar School from 1848 till that institution was merged in the Halifax High School, later (now known as the Halifax County Academy) from 1899, this distinguished educator won the regard and life-time of many successive generations of students. It is by the transference of Mr. A. H. McKay from the School of Pictou to that of Halifax, and of Mr. R. McLellan from Pictou to that of Pictou, neither of these well known men to suffer loss of prestige.

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## APPENDICES.

The Appendices include the reports of the Inspectors of Schools, of the School Commissioners of the City of Halifax, of the Principals of the Institution for the Deaf and Dumb and the School for the Blind, and of the Directors of the Summer Session and of the Victoria School of Art and Design. These embody a large amount of important information, and include much pertinent discussion of current problems. They are of interest as indicating the various directions in which educational activities of the Province are being exerted.

Part of the Principal of the Normal School (Appendix A) contains details of the work of that Institution during the year. The liberality of the Government the equipment of the Normal School is very complete. The relation of the Institution to the educational work and system of the Province cannot, however, be as equally satisfactory. Within the lines marked out by the various instructors have discharged their duties with exemplary fidelity, but the Principal's Report points out the difficulties encountered under present arrangements in realizing the true professional school. Still this is not the most serious case. If the needs of the Province could thus be supplied by trained teachers, there is not much to be said against the system of general and special instruction as at present practised, and the benefits received by those who do take advantage of the now offered are very positive and very great. What ought to be noted and loudly calls for practical action is the fact that the facilities for training teachers for their specific duties at present are to a large extent placing the instruction of our youth in the hands of these who have no proof of competency but a certificate of



general scholarship. As to the need of some better guarantee of fitness, public sentiment is, I believe, rapidly ripening into positive conviction. I am pleased to be able to state that the Provincial Educational Association has undertaken the special investigation of the important subject of better differentiating general and professional training, and giving to the latter its due place and weight in our educational economy.

I have great pleasure in inviting attention to the Reports of the Inspectors of Schools, as embraced in Appendix B. Owing to the severe illness of the Inspector, covering the whole period during which the Reports for this Department are usually written, no report appeared from District No. 10 (Cumberland and North Colchester). On his partial recovery, Mr. Lay, who is a most faithful and painstaking officer, wished to undertake the duty, but knowing the risk involved, advised him otherwise. The District concerned is second to none in the Province in educational activity and progress. Among other points of interest in the Reports presented, frequent references to the erection and improvement of school houses will be noted. The aggregate of the sums voted for these purposes by the various sections throughout the Province considerably exceeds the average of recent years.

It has seldom fallen to the lot of the Commissioners of Schools for the City of Halifax and their Supervisor to present more gratifying reports than those embraced in Appendix C. Notwithstanding the active competition of schools not of a Provincial character, it is pleasing to observe that the Public Schools of the City are losing neither in attendance nor popularity.

The reports concerning the Institution for the Deaf and Dumb and of the Halifax School for the Blind (Appendix D) are of unusual interest. As participants in public grants under statute, these Institutions, though not under Provincial Boards of Management, are practically a part of the general educational system of the Province.

Appendix E supplies information of a useful character concerning the Summer School of Science and the Victoria School of Art and Design. Each of these Institutions in its special sphere is contributing to the educational and industrial benefit of the people.

I have the honor to be,

Your Honor's most obedient Servant,

DAVID ALLISON,

*Superintendent of Education*

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PART II.

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STATISTICAL TABLES.

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SCHOOLS, COUNTY ACADEMIES, AND SPECIAL  
ACADEMIES.

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	No. of	No. of Sec having no this Term	No. of Sch Session.	No. of Tea and Lic Assistants	No. of Tea holding N Sch'l Dip'l	No. of Regi Pupla.	No. of Sec having no this Term	No. of Sch Session.	No. of Tea and Lic Assistants	No. of Tea holding N Sch'l Dip'l	No. of Regi Pupla.	No. of Pupi intered, n Register, n vious Ter	No. of Sec having no during ye	Total No. ferent during ye	Proport'n ulation (C of 1881) at
Annapolis .....	105	19	102	102	102	26	3708	12	109	109	30	3767	950	4658	1 in 4.4
Antigonish .....	79	6	86	85	85	5	3401	3	88	88	5	3431	621	4022	1 " 4.5
Cape Breton .....	132	34	143	143	143	15	5702	20	156	156	15	6105	1427	7129	1 " 4.8
Colchester .....	119	19	126	126	126	69	5075	8	141	143	72	5532	1560	6635	1 " 4.
Cumberland .....	148	21	158	161	161	60	5880	13	173	183	62	7051	1831	7511	1 " 3.6
Digby .....	80	12	91	93	93	18	3872	7	93	98	16	4165	911	4788	1 " 4.1
Guysboro' .....	87	16	79	79	79	11	3130	5	90	90	6	3357	789	3919	1 " 4.5
Halifax Co. ....	129	19	128	136	136	40	5269	15	136	142	41	5509	1593	6862	1 " 4.6
" City .....	1	.....	112	112	112	25	5948	.....	118	118	31	6495	1179	7127	1 " 5.
Hants .....	104	10	116	116	116	30	4600	4	122	127	29	4861	1162	5762	1 " 4.
Inverness .....	172	21	151	162	162	7	5184	8	184	184	9	5428	1420	6604	1 " 8.8
Kings .....	104	8	115	117	117	30	4615	2	117	121	24	4294	1248	5763	1 " 4.
Lunenburg .....	142	14	146	149	149	17	6028	29	137	140	19	5488	1782	7810	1 " 3.6
Pictou .....	134	13	164	169	169	23	6635	10	166	174	27	6751	1313	7948	1 " 4.4
Queens .....	46	36	50	51	51	8	1912	5	55	55	6	2045	652	2564	1 " 4.1
Richmond .....	70	18	63	63	63	7	2153	10	71	72	6	2450	694	2847	1 " 5.3
Shelburne .....	67	11	74	74	74	7	3160	7	76	76	4	3025	646	3806	1 " 3.9
Victoria .....	93	29	64	66	66	6	1946	14	79	79	6	2379	772	2718	1 " 4.5
Yarmouth .....	74	8	102	103	103	22	4453	6	102	102	20	4355	767	5220	1 " 4.
Total 1889 .....	1886	314	2069	2107	2107	426	82371	178	2193	2257	426	86483	21317	103688	1 " 4.2
" 1888 .....	1860	265	2045	2085	2085	437	82486	161	2166	2322	451	86582	22745	105231	1 " 4.1
Increase .....	26	49	24	22	22	11	115	27	27	35	25	94	1428	1543	1 " 285
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE II.—Public Schools: Teachers Employed.

COUNTY.	WINTER TERM.										SUMMER TERM.										No. of Licensed Assistants.					
	Male Teachers.				Female Teachers.				Total.		Male Teachers.				Female Teachers.				Total.		Winter.		Summer.			
	Academic.				Academic.						Academic.				Academic.						M.		F.			
	Class I.				Class II.				Class III.		Class I.				Class II.				Class III.		Males.		Females.		Total.	
Annapolis .....	4	13	16	5	38	64	102	3	11	9	3	3	52	28	26	83	109	2	.....	2	.....	5	.....	3	.....	
Antigonish .....	1	14	16	9	40	45	85	1	15	19	13	1	28	11	48	40	88	.....	.....	.....	.....	.....	.....	.....	.....	
Cape Breton .....	4	22	18	16	60	83	143	4	21	18	25	9	41	38	68	156	.....	.....	.....	.....	.....	.....	.....	.....	.....	
Colchester .....	4	8	13	2	24	102	126	1	6	10	2	1	13	38	19	124	143	.....	.....	.....	.....	.....	.....	.....	.....	
Cumberland .....	3	8	7	3	21	140	161	3	10	5	5	.....	7	61	23	160	183	.....	.....	.....	.....	.....	.....	.....	.....	
Digby .....	1	8	9	6	24	67	91	1	7	7	7	.....	6	41	22	71	93	.....	.....	.....	.....	.....	.....	.....	.....	
Guysboro' .....	1	3	10	2	16	63	79	1	5	4	1	.....	2	44	11	79	90	.....	.....	.....	.....	.....	.....	.....	.....	
Halifax Co. ....	5	5	11	2	18	116	134	.....	6	8	2	.....	6	40	16	123	139	.....	.....	.....	.....	.....	.....	.....	.....	
" City .....	6	9	.....	.....	15	97	112	5	9	.....	.....	.....	35	40	14	104	118	.....	.....	.....	.....	.....	.....	.....	.....	
Hants .....	2	9	12	5	28	88	116	3	10	11	2	.....	6	26	26	101	127	.....	.....	.....	.....	.....	.....	.....	.....	
Inverness .....	2	14	34	39	89	63	152	2	12	35	48	.....	2	49	97	74	171	.....	.....	.....	.....	.....	.....	.....	.....	
Kings .....	1	14	18	3	36	79	115	1	10	6	2	.....	12	38	19	101	120	.....	.....	.....	.....	.....	.....	.....	.....	
Lunenburg .....	1	9	4	2	16	133	149	1	9	2	1	.....	5	69	13	127	140	.....	.....	.....	.....	.....	.....	.....	.....	
Pictou .....	5	18	21	6	50	115	169	6	17	19	6	.....	9	174	36	48	126	174	.....	.....	.....	.....	.....	.....	.....	
Queens .....	2	4	.....	2	8	43	51	2	4	2	1	.....	1	22	9	46	55	.....	.....	.....	.....	.....	.....	.....	.....	
Richmond .....	1	7	12	10	30	33	63	1	7	14	11	.....	1	25	33	38	71	.....	.....	.....	.....	.....	.....	.....	.....	
Shelburne .....	2	5	6	4	17	57	74	2	3	7	1	.....	1	28	13	63	76	.....	.....	.....	.....	.....	.....	.....	.....	
Victoria .....	2	6	6	19	33	33	66	1	9	8	21	.....	.....	29	39	40	79	.....	.....	.....	.....	.....	.....	.....	.....	
Yarmouth .....	3	8	6	3	20	82	102	3	10	3	1	.....	9	28	17	85	102	.....	.....	.....	.....	.....	.....	.....	.....	
Total 1889 ..	42	184	219	138	583	1507	2090	41	181	187	152	2	128	879	654	561	1673	2234	.....	.....	.....	.....	.....	.....	.....	
" 1888 ..	35	185	222	161	603	1462	2065	38	163	204	151	3	140	881	621	556	1645	2201	.....	.....	.....	.....	.....	.....	.....	
Increase .....	7	1	.....	.....	20	45	25	3	18	17	1	.....	1	12	5	28	33	.....	.....	.....	.....	.....	.....	.....	.....	
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	



COUNTY.	sections as during the previous Term.		moved to a new Section.		Teachers.		years in the Service.		No. first term employed.	No. second term employed.	No. upds of a year but not more than 2 yrs in the service.	No. upds of 2, but not more than 3 yrs in the service.	No. upds of 3, but not more than 4 yrs in the service.	No. upds of 4, but not more than 5 yrs in the service.	No. upds of 5, but not more than 6 yrs in the service.	No. upds of 6, but not more than 7 yrs in the service.	No. upds of 7 yrs in the service.				
	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.													
Annapolis ..	36	57	48	42	18	10	52	55	...	...	...	2	1	8	2	7	10	5	14		
Antigonish ..	46	59	29	22	10	7	38	38	1	...	...	3	...	9	...	4	3	3	8		
Cape Breton ..	100	120	29	27	14	9	56	70	...	...	...	4	2	13	...	2	8	7	13		
Colchester ..	65	88	47	41	14	14	75	80	...	...	...	2	...	3	...	9	15	9	10		
Cumberland ..	68	105	65	65	28	13	81	90	...	...	...	2	3	4	...	13	15	17	12		
Digby .....	43	52	40	37	8	4	40	40	...	...	...	...	...	1	...	2	6	5	3		
Guy'sboro' ..	34	46	38	37	7	7	42	46	1	...	...	1	...	1	...	3	7	8	4		
Halifax Co. ..	69	81	38	46	27	12	51	49	1	1	...	...	...	3	...	8	11	15	9		
" City ..	110	112	...	...	2	6	12	16	...	...	...	1	...	10	...	3	2	16	17		
Hants .....	49	82	42	28	25	17	70	40	3	...	...	1	...	3	...	6	13	8	61		
Inverness ..	78	94	63	62	11	15	64	80	...	...	...	...	...	3	...	...	10	9	13		
Kings .....	32	58	51	48	32	14	74	73	...	...	...	...	...	3	...	6	10	15	8		
Laureburg ..	57	81	67	47	25	12	79	72	2	...	...	1	...	4	...	5	11	10	10		
Pictou .....	88	112	44	52	37	10	88	93	...	...	...	4	2	3	...	14	11	15	20		
Queens .....	24	33	21	17	6	5	21	12	...	...	...	1	...	3	...	2	2	4	8		
Richmond ..	39	48	20	19	4	4	23	24	...	...	...	1	1	4	...	1	1	1	4		
Shelburne ..	38	41	23	26	13	9	31	33	...	...	...	1	1	3	...	3	4	10	3		
Victoria .....	27	39	29	31	10	9	62	41	...	...	...	2	2	4	...	2	1	4	7		
Yarmouth...	55	71	32	25	15	6	36	40	...	...	...	3	3	5	...	3	6	11	14		
Total 1889	1058	1379	726	672	306	183	995	992	5	11	13	29	35	103	62	102	144	163	186	121	241
" 1888	1061	1344	696	672	308	185	962	1033	3	11	13	19	37	99	58	101	167	151	186	119	242
Increase .....	...	35	30	...	...	...	33	...	2	...	...	10	...	...	4	1	...	12	...	2	...
Decrease .....	3	...	...	...	2	2	...	...	...	...	...	...	2	...	...	...	23	...	...	...	1

TABLE IV.—Public Schools: Attendance—Winter Term.

COUNTY.	No. of Pupils registered at School this Term.	Proportion of population at School this Term.	No. Children 5-15 years of age in Sections having Schools not at School this Term.	AGE AND SEX OF PUPILS.				DAILY ATTENDANCE.						
				No. of Pupils under 5 years of age.	No. of Pupils from 5 to 15 years of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	Grand Total Days' attendance made by all the Pupils.	No. daily present at School on an average for time in Session.	No. daily present at School on an average for full Term.	No. daily present on average for time in Session per 100 registered.	No. daily present on average for full Term per 100 registered.	
Annapolis .....	3708	1 in 5.5	605	15	3238	455	2038	1670	243683	2248.5	2128.3	60.6	57.3	57.3
Antigonish .....	3401	1 " 5.3	455	11	2983	407	1899	1502	210188	1890.2	1847.9	55.5	54.3	54.3
Cape Breton .....	5702	1 " 5.4	1050	17	5196	489	3203	2499	358393	3266.1	3100.	57.3	54.3	54.3
Colchester .....	5075	1 " 5.2	656	3	4668	404	2678	2397	348267	3331.3	3207.8	65.6	63.2	63.2
Cumberland .....	5680	1 " 4.8	950	16	5180	484	3427	2253	349520	3619.	3447.4	63.8	60.6	60.6
Digby .....	3872	1 " 5.1	876	12	3520	340	2200	1672	249316	2268.6	2207.9	58.5	57	57
Guyaboro .....	3130	1 " 5.6	590	3	2819	308	1772	1358	194836	1780.	1721.7	56.9	55.	55.
Halifax Co. ....	5269	1 " 6.	765	15	5039	215	2727	2542	342583	3234.	3039.	61.	57.	57.
" City .....	5948	1 " 6.	600	3	5638	307	3064	2884	481846	4211.	4211.	70.	70.	70.
Hants .....	4800	1 " 5.	793	11	4195	394	2428	2172	302107	2727.7	2643.5	59.2	57.4	57.4
Inverness .....	5184	1 " 4.9	744	14	4536	634	2742	2442	316399	2691.	2575.	51.3	49.6	49.6
Kings .....	4515	1 " 5.1	782	10	3845	660	2489	2026	268347	2534.5	2294.1	56.1	50.8	50.8
Lunenburg .....	6028	1 " 4.7	352	38	5466	524	3194	2834	369838	3346.	3221.	55.5	53.4	53.4
Pictou .....	6335	1 " 5.3	1024	15	6028	592	3524	3111	472882	4211.8	4084.7	63.3	61.5	61.5
Queens .....	1912	1 " 5.5	23	6	1704	202	1030	882	130480	1228.	1072.	64.	56.	56.
Richmond .....	2153	1 " 7.	444	19	1966	168	1240	913	134650	1233.3	1205.	57.2	56.	56.
Shelburne .....	3160	1 " 4.7	419	4	2631	225	1736	1424	213180	1940.	1873.	61.4	59.2	59.2
Victoria .....	1946	1 " 6.4	209	7	1724	215	1014	932	120275	1066.	990.	55.	50.	50.
Yarmouth .....	4453	1 " 4.7	740	8	3955	490	2376	2077	319544	2946.	2895.	66.	65.	65.
Total 1889 .....	82371	1 " 5.3	12077	227	74631	7513	44781	37590	5426683	49773.	47764.3	60.4	57.9	57.9
" 1888 .....	82486	1 " 5.3	14046	255	74767	7464	44509	37977	5255785	47520.8	45663.4	57.6	55.3	55.3

COUNTY.	No. of Pupils registered at School this Term	Proportion of population at School this Term	No. Children 5 years of age in Section of Schools	No. of Pupils under 5 years of age.	No. of Pupils from 5 to 15 years of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	Grand Total Daily Attendance by all the Pupils	No. daily present at School on average for the Session.	No. daily present on average for the Session.	No. daily present on average for the Session per 100 registered.	No. daily present on average for the Session per 100 registered.
Annapolis	3767	1 in 5.4	574	36	3528	203	1806	1961	241760	2338.1	2221.2	62	58.9
Antigonish	3431	1 " 5.2	385	52	3167	212	1781	1650	175260	1709.8	1658.5	49.8	48.3
Cape Breton	6105	1 " 5.1	900	41	5806	258	3165	2940	356535	3429.7	3305.	56.1	54.1
Colchester	5532	1 " 4.8	535	30	5264	238	2664	2868	352263	3310.6	3235.3	59.8	58.4
Cumberland	7051	1 " 3.8	711	66	6696	289	3429	3622	384728	3749.5	3510.8	56	49.7
Digby	4165	1 " 4.7	632	38	3974	153	2107	2058	258074	2490.4	2454.1	59.8	58.9
Guysboro	3857	1 " 5.3	481	51	3161	145	1741	1616	179257	1796.4	1711.5	53.5	50.9
Halifax Co.	5509	1 " 5.7	773	38	5350	121	2679	2830	346576	3457.	3206.	63	58.5
" City	6495	1 " 6.	600	10	6225	260	3255	3240	409191	4067.	4067.	70.	70.
Hants	4861	1 " 4.8	593	41	4592	228	2335	2526	289892	2746.	2722.	56.5	55.9
Inverness	5428	1 " 4.7	716	49	5049	228	2385	2574	291182	2722.	2563.	50.	47.2
Kings	4294	1 " 5.4	660	35	4060	199	2001	2293	243028	2422.3	2228.5	56.4	52.
Lunenburg	5488	1 " 5.2	899	67	5253	168	2661	2827	323412	3168.	3032.	57.7	55.2
Pictou	6751	1 " 5.2	998	42	6348	361	3435	3316	416696	3896.9	3762.3	57.	55.7
Queens	2045	1 " 5.1	87	18	1907	120	977	1068	135407	1314.	1275.	64.	62.
Richmond	2450	1 " 6.1	315	35	2351	64	1284	1166	145475	1407.7	1343.7	57.4	54.8
Shelburne	3025	1 " 4.9	453	27	2897	101	1460	1565	207922	2129.	2082.6	70.	68.8
Victoria	2379	1 " 5.2	262	9	2262	108	1187	1192	120268	1238.	1222.	52	51.
Yarmouth	4855	1 " 4.8	819	13	4115	227	2028	2327	300840	2910.	2801.	66.8	64.3
Total 1889	86488	1 " 5.1	11393	698	82005	3785	42849	43639	5177466	50302.4	48401.5	58.1	55.9
" 1888	86582	1 " 5.	11660	639	82193	3750	43211	43371	4892131	49893.7	47985.7	57.6	55.4
Increase	.....	.....	.....	59	.....	35	.....	268	285335	408.7	415.8	.5	.5
Decrease	.....	.....	267	.....	188	.....	362	.....	.....	.....	.....	.....	.....

**TABLE VI.—Public Schools: Winter Term.**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	LESSONS ON NATURE.								SINGING.		READING.										
	Grade.								By Theory.	By Note.	Grade.										
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.			
Health.	Moral and Pa-	triotic Duties.	Temperance.																		
Annapolis	2371	2066	2396	301	263	296	362	339	256	361	299	116	787	408	359	380	485	456	372	524	446
Antigonish	1327	1298	430	215	285	233	247	263	161	117	51	211	240	481	489	507	534	474	295	301	125
Cape Breton	2270	2472	2141	443	478	464	444	351	212	294	281	204	620	955	858	806	777	654	436	547	466
Colchester	3079	3046	2400	378	443	386	520	486	410	582	299	731	2880	638	594	534	652	624	562	846	407
Cumberland	4389	7348	2757	891	574	603	701	660	484	582	226	66	3063	1125	766	772	903	830	551	802	295
Digby	3201	3101	3013	540	530	494	441	472	346	301	215	41	809	613	567	542	448	443	296	332	79
Guysboro'	978	761	662	211	189	192	262	184	164	157	46	26	437	500	469	484	448	443	296	332	79
Halifax Co.	2864	3156	3646	597	624	375	324	276	164	144	126	987	3769	789	766	734	697	685	512	522	224
" City	5065	5036	3970	1423	809	795	777	619	527	419	224	5014	2306	1383	813	799	837	632	485	469	207
Hants	2411	2449	1931	345	348	354	359	357	409	355	327	157	1312	538	528	538	551	524	530	596	497
Inverness	1492	1572	827	290	312	309	267	251	174	93	47	151	300	757	744	694	696	742	687	270	150
Kings	2031	2026	1498	177	282	383	431	356	224	402	365	71	1168	355	441	502	625	643	492	534	620
Lunenburg	1990	1821	1587	434	550	481	466	425	292	210	95	207	2805	914	914	991	933	891	582	423	209
Pictou	3456	3305	2415	316	375	466	429	550	446	567	414	207	3841	556	733	733	746	935	733	997	608
Queens	539	269	511	61	69	118	91	143	112	74	51	36	369	246	225	235	260	271	150	231	137
Richmond	831	856	616	193	162	147	144	134	86	88	23	93	151	472	322	320	321	266	210	192	65
Shelburne	1648	1354	1306	291	333	395	406	319	301	222	161	109	843	333	414	452	471	473	353	300	217
Victoria	847	596	548	116	118	132	120	85	72	42	21	62	444	254	266	316	312	268	202	98	31
Yarmouth	2610	1983	1848	666	529	481	475	443	405	345	237	38	1751	800	667	584	557	548	402	433	282
Total 1889	43399	44515	34502	7888	7273	7104	7266	6713	5245	5365	3508	8320	27716	12116	10934	10954	11292	10868	8195	8786	5328
" 1888	38544	35298	29515	6711	6745	6551	7045	6052	4601	5306	3329	3551	29249	11728	11089	10908	11487	10538	8522	8659	5465
Increase	4855	9217	4987	1177	528	553	221	661	644	59	179	4769	1533	388	155	46	195	330	337	178	137
Decrease																					



COUNTY.	Grade.								Grade.				Grade.		Grade.		
	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	VI.	V.	VI.	VII.		VIII.	
Annapolis .....	358	380	485	456	372	524	446	270	294	326	452	432	315	476	424	266	340
Antigonish .....	503	510	524	490	279	269	140	259	302	293	410	480	326	481	257	365	297
Cape Breton .....	808	858	774	619	403	544	449	724	690	727	728	648	447	528	430	372	387
Colchester .....	582	562	644	624	556	832	405	394	521	489	575	567	510	851	412	535	318
Cumberland .....	758	727	901	804	539	798	317	816	645	762	881	740	493	311	303	481	270
Digby .....	567	542	487	509	365	369	263	444	489	466	446	505	347	354	261	279	207
Guysboro .....	464	493	459	443	299	302	77	448	345	436	297	306	65	280	251	276	93
Halifax Co. ....	742	730	762	719	512	566	224	557	736	723	631	618	540	501	263	424	188
" City .....	813	797	847	632	485	469	247	1328	797	823	783	615	481	465	247	403	224
Hants .....	649	531	537	518	587	660	605	382	486	501	530	590	536	943	445	706	318
Inverness .....	611	594	581	628	392	227	108	424	464	441	349	239	991	650	558	336	233
Kings .....	507	496	563	639	575	569	738	251	376	531	587	506	429	894	870	418	472
Lukenburg .....	952	907	924	880	575	415	199	361	578	604	620	478	338	452	157	247	100
Pictou .....	747	595	798	925	701	1014	588	327	506	550	682	847	696	949	597	605	469
Queens .....	257	239	262	253	175	197	99	41	68	93	214	235	181	372	98	200	74
Richmond .....	322	320	321	266	210	192	65	305	255	281	309	253	195	188	74	130	52
Shelburne .....	414	452	471	353	473	300	217	153	238	383	412	412	305	289	197	214	180
Victoria .....	210	233	221	212	120	83	82	175	187	179	184	83	18	314	227	164	103
Yarmouth .....	667	584	557	548	402	433	282	536	431	482	544	527	381	549	274	395	259
Total 1889 .....	10926	10550	11118	10518	8020	8753	5501	8195	8408	9090	9634	9081	7624	9847	6325	4494	3873
" 1888 .....	13447	11521	11454	9857	7923	7511	4422	11084	9108	9676	9985	8528	6504	9049	5359	5604	3873
Increase .....	.....	.....	.....	661	97	1242	1079	.....	700	586	351	553	1120	798	966	1212	621
Decrease .....	2521	971	336	.....	.....	.....	.....	2889	.....	.....	.....	.....	.....	.....	.....	.....	.....

**TABLE VI. -Public Schools: Winter Term —(Continued).**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	GEOGRAPHY.								HISTORY.								ARITHMETIC.								ALGEBRA.	GEOM- ETRY.
	Grade.								Grade.								Grade.								Grade.	Grade.
	III.	IV.	V.	VI.	VII.	VIII.			V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.		VIII.		
Annapolis	278	414	438	360	510	432	298	330	490	418	353	345	380	482	456	374	532	449	216	212						
Antigonish	378	409	412	395	221	89	388	284	185	165	370	442	523	509	478	354	214	112	208	122						
Cape Breton	586	644	582	420	523	431	400	313	493	426	804	797	807	787	663	426	537	458	367	271						
Colchester	340	502	600	572	819	427	353	400	657	426	607	593	531	686	598	532	787	445	385	278						
Cumberland	584	683	730	627	806	281	515	409	747	305	1112	748	821	929	791	595	761	318	281	236						
Digby	430	467	484	354	351	249	389	321	348	256	568	551	540	509	510	366	370	269	196	111						
Guyaboro'	448	345	436	297	306	65	280	251	276	93	438	459	494	446	421	358	300	98	146	78						
Halifax Co.	339	630	605	609	488	185	503	623	547	208	700	813	718	780	621	557	521	284	196	99						
" City	693	794	614	481	465	247	582	529	420	247	1383	813	827	762	679	531	423	251	192	.....						
Hants	382	563	537	595	517	353	405	482	519	465	514	534	560	556	569	583	583	440	368	288						
Inverness	400	659	611	281	81	38	356	521	423	97	684	688	737	696	466	192	96	39	351	113						
Kings	371	543	638	608	514	506	366	342	480	638	320	444	524	577	626	485	559	542	290	477						
Lunenburg	467	644	622	560	373	255	499	409	306	200	591	872	872	827	832	664	471	340	285	147						
Pictou	547	683	827	792	876	597	608	743	750	575	514	748	737	784	909	700	1014	593	442	577						
Queens	116	233	257	182	240	159	269	156	176	133	204	227	236	252	138	227	231	150	136	69						
Richmond	163	224	200	186	185	62	149	116	137	56	293	327	321	317	255	205	188	64	31	18						
Shelburne	314	399	454	354	275	203	297	342	260	217	285	406	457	485	463	349	329	202	197	105						
Shelburne	345	291	194	101	74	31	220	224	138	52	228	300	339	301	162	79	62	8	147	71						
Victoria	452	491	503	411	428	293	348	388	337	282	815	664	554	557	548	409	439	291	249	175						
Yarmouth																										
Total 1889	7633	9587	9744	8185	8052	4903	7225	7183	7739	5261	10783	10771	10978	11242	10185	7986	8417	5353	4683	3447						
" 1888	7002	8897	9553	8046	8657	5122	6520	6784	8374	5137	10132	10507	10580	11262	10079	7905	9047	5287	4626	3043						
Increase	631	690	191	139	.....	.....	705	399	.....	124	651	264	398	.....	106	81	.....	66	57	404						

COUNTY.	Grade.								Grade.								Grade.	Grade.	KEEP'G	LAIN.
	Grade.								Grade.											
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.				
Annapolis .....	249	327	378	487	454	358	546	432	287	260	306	371	384	264	300	241	320	25		
Antigonish .....	321	426	506	510	474	348	258	108	48	92	94	54	120	112	77	43	132	10		
Cape Breton .....	758	780	819	780	660	433	536	467	236	210	137	203	230	126	170	166	246	8		
Colchester .....	425	557	531	581	594	580	730	396	244	369	340	363	338	405	496	204	477	27		
Cumberland .....	760	703	829	903	758	632	694	287	722	466	532	556	526	366	474	224	387	16		
Digby .....	558	521	510	509	508	369	370	256	481	451	453	409	445	328	262	137	206			
Guyaboro' .....	405	453	481	453	447	294	252	53	55	31	83	91	79	31	47	25	39	14		
Halifax Co. ....	691	665	689	809	631	581	535	231	602	492	590	470	484	355	293	119	115	3		
"    City .....	1373	789	827	762	706	475	433	236	1358	789	824	752	654	510	358	224	29			
"    Hants .....	411	484	539	556	527	525	645	435	195	264	300	311	341	330	284	221	346	3		
"    Inverness .....	670	773	723	665	451	348	90	57	127	147	146	120	87	29	6	20	227	3		
"    Kings .....	307	401	513	571	626	484	553	593	92	149	216	172	195	203	141	170	424	10		
"    Lunenburg .....	646	865	896	858	890	552	400	254	274	417	438	410	426	276	180	90	136	2		
"    Pictou .....	398	666	710	769	912	737	983	605	173	275	313	309	420	338	415	244	330	24		
"    Queens .....	112	186	244	272	295	185	209	121	112	49	132	71	66	86	107	46	95			
"    Richmond .....	397	327	319	321	266	210	192	65	72	39	40	59	43	44	42	10	5			
"    Shelburne .....	190	380	422	462	465	350	320	223	131	232	227	317	279	232	191	68	125	24		
"    Victoria .....	278	305	305	257	169	132	60	8	18	22	7	37	35	26	16	110	110			
"    Yarmouth .....	743	608	550	543	531	427	425	325	363	335	355	361	335	234	192	92	217	9		
Total 1889 .....	9737	10213	10782	11068	10364	8018	8226	5152	5804	5086	5530	5436	5532	4295	4051	2344	4016	178		
"    1888 .....	8477	10003	10085	11238	10279	8132	8655	5218	4313	4809	5043	5413	5003	3872	4357	2327	4269	195		
Increase .....	1260	210	697	170	85	114	428	66	1291	277	490	23	529	423	306	17	253	17		
Decrease .....																				

TABLE VI.—Public Schools: Winter Term—(Continued).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis .....	185	20	14	211	20	7	203	20	7	209	21	7	183	25	7	173	23	6	173	23	6	173	23	6
Antigonish .....	59	19	88	56	30	12	55	25	25	56	29	2	47	36	31	48	36	30	48	36	30	48	36	30
Cape Breton .....	125	51	33	154	51	24	156	51	24	138	51	24	141	51	24	141	51	24	141	51	24	141	51	24
Colchester .....	117	33	40	117	37	11	122	31	9	141	33	9	133	33	11	120	40	9	120	40	9	120	40	9
Cumberland .....	86	22	9	86	22	...	64	21	9	86	22	9	87	20	9	65	22	9	65	22	9	65	22	9
Digby .....	47	20	7	53	17	7	53	20	6	53	20	6	52	20	6	53	20	6	53	20	6	53	20	6
Guysboro' .....	21	11	13	21	11	10	21	11	10	21	11	10	17	15	10	17	15	10	17	15	10	17	15	10
Guysboro' Co. ....	4	7	...	4	7	...	4	7	...	4	7	...	4	7	...	4	7	...	4	7	...	4	7	...
" City .....	124	104	45	124	104	45	124	113	45	115	113	45	111	146	45	82	113	45	82	113	45	82	113	45
Hants .....	127	50	20	149	22	21	153	22	21	144	22	21	145	24	21	138	26	21	138	26	21	138	26	21
Inverness .....	31	39	14	16	30	1	29	36	1	31	36	9	24	39	1	31	40	1	31	40	1	31	40	1
Kings .....	152	54	22	164	54	21	169	54	22	178	54	22	133	53	22	138	48	21	138	48	21	138	48	21
Lanenburg .....	30	9	13	40	9	4	40	9	4	40	9	4	42	17	5	43	17	5	43	17	5	43	17	5
Pictou .....	157	126	142	177	108	114	193	113	94	194	108	115	187	108	112	187	108	113	187	108	113	187	108	113
Queens .....	17	19	10	30	19	...	30	19	2	30	19	6	23	19	6	21	19	6	21	19	6	21	19	6
Richmond .....	23	8	...	22	8	1	23	8	...	23	8	...	19	8	...	22	8	...	22	8	...	22	8	...
Shelburne .....	70	28	17	69	28	10	66	28	10	72	28	10	63	33	10	66	27	10	66	27	10	66	27	10
Victoria .....	8	8	7	8	19	...	8	19	...	8	20	...	8	19	...	8	20	...	8	20	...	8	20	...
Yarmouth .....	71	44	20	84	38	27	84	38	27	84	46	19	78	46	19	79	46	19	79	46	19	79	46	19
Total 1889 .....	1454	672	514	1585	624	315	1597	636	316	1627	657	318	1497	719	339	1436	686	335	1436	686	335	1436	686	335
" 1888 .....	1340	612	390	1422	613	307	1577	630	290	1470	616	261	1465	556	308	1479	596	293	1479	596	293	1479	596	293
Increase .....	114	60	124	163	11	8	90	6	26	157	41	57	32	163	31	...	90	42	...	90	42	...	90	42





**TABLE VI.—Public Schools: Summer Term.**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	Health.	Moral and Patriotic Duties.	Temperance.	LESSONS ON NATURE.								SINGING.		READING.							
				Grade.								By Theory.	By Note.	Grade.							
				I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Annapolis .....	2568	2804	2402	625	380	385	426	376	261	273	223	63	913	776	459	457	484	478	302	359	278
Antigonish .....	1188	1203	849	360	287	183	212	174	105	79	57	165	328	803	506	511	454	414	223	261	127
Cape Breton .....	2375	2240	1816	598	436	500	402	299	205	200	163	217	1415	1500	907	878	748	557	465	396	382
Colchester .....	3377	3215	2852	875	597	510	518	475	414	487	386	1127	3890	1080	629	637	667	657	507	630	384
Cumberland .....	4286	3375	2771	1486	896	824	847	695	509	441	208	332	3765	1578	1000	807	939	663	542	699	226
Digby .....	3343	3428	3344	952	594	528	464	390	242	199	141	35	1113	1145	674	580	535	439	302	246	169
Guyaboro' .....	959	760	658	426	328	237	174	130	81	100	77	75	548	811	571	512	417	376	238	207	112
Halifax Co. ....	3125	3186	3727	636	664	426	324	286	141	127	134	1046	3769	947	712	763	697	680	583	454	179
" City .....	5828	5234	4781	1762	935	737	761	606	500	475	260	5515	2705	1782	945	751	778	623	507	493	275
Hants .....	2113	2486	1803	614	509	497	484	427	381	390	279	467	1324	910	618	627	608	521	484	517	384
Inverness .....	1474	1254	989	289	344	326	460	181	96	48	41	269	150	1130	846	861	789	664	522	224	79
Kings .....	1765	1701	1085	444	359	378	451	367	292	281	263	98	1260	695	535	466	626	538	354	462	315
Lunenburg .....	1674	2089	1095	405	375	403	356	291	205	124	154	31	3295	1143	845	773	725	729	483	315	192
Pictou .....	3234	3109	2744	659	589	557	634	528	513	632	299	586	3854	980	808	780	885	804	684	888	422
Queens .....	563	455	457	236	66	151	153	182	71	135	86	18	341	441	190	231	282	295	172	203	102
Richmond .....	785	800	600	300	238	180	182	165	70	73	23	115	427	739	410	363	304	250	162	189	49
Shelburne .....	1781	1342	1192	496	386	342	368	277	215	232	168	17	792	559	446	410	436	348	265	290	135
Victoria .....	903	767	528	203	170	183	124	107	98	56	12	53	473	499	344	347	342	310	208	90	30
Yarmouth .....	2703	2248	1734	1055	563	577	480	409	284	285	188	243	1803	1210	637	603	527	496	312	278	233
Total 1889 ..	44144	41161	35377	12421	8715	7929	7820	6365	4683	4637	3102	10472	32157	18728	12082	11407	11243	9842	7315	7101	4023
" 1888 ..	44925	41311	33330	11561	8608	7858	7809	6565	5034	5236	3420	3789	34826	18062	12020	11674	11408	9814	7820	7407	4168
Increase .....	781	150	1857	860	107	71	11	500	351	590	318	6883	2669	666	62	247	165	28	505	306	145
Decrease .....	781	150	1857	860	107	71	11	500	351	590	318	6883	2669	666	62	247	165	28	505	306	145

[illegible]

**TABLE VI.—Public Schools: Summer Term—(Continued).**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	GEOGRAPHY.								HISTORY.								ARITHMETIC.								ALGEBRA.	ARITHMETIC.
	Grade.								Grade.								Grade.								Grade.	Grade.
	III.	IV.	V.	VI.	VII.	VIII.			V.	VI.	VII.	VIII.					I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VII.	VIII.
Annapolis .....	331	412	426	303	351	279			330	288	346	278					708	419	457	484	478	307	357	278	214	166
Antigonish .....	373	441	358	276	215	177			231	245	216	108					594	467	569	500	377	271	200	111	182	130
Cape Breton .....	572	591	536	470	414	384			395	390	397	380					1095	870	843	748	580	469	424	386	320	173
Colchester .....	429	543	571	581	590	389			492	451	588	360					959	715	609	670	619	503	635	391	424	273
Cumberland .....	553	638	727	605	579	247			491	480	554	250					1377	1019	931	763	548	564	265	255	255	163
Digby .....	375	465	419	200	244	169			304	322	241	169					1112	644	590	525	439	302	246	171	146	82
Guysboro' .....	453	363	429	252	233	92			216	279	225	87					739	570	457	455	395	238	186	83	89	62
Halifax Co. ....	470	638	494	642	439	185			384	623	453	208					1091	987	797	924	685	379	302	188	177	46
" City .....	662	776	622	507	494	275			606	507	494	275					1770	945	751	779	622	507	494	275	216	15
Hants .....	435	533	513	462	512	365			346	492	515	381					866	614	613	573	514	497	496	330	308	258
Inverness .....	347	679	515	365	127	10			287	566	265	133					775	838	737	687	604	198	99	38	326	103
Kings .....	378	547	536	438	423	313			331	363	405	461					883	531	450	633	524	408	404	316	250	226
Lunenburg .....	150	466	555	577	364	211			331	419	258	188					702	753	712	694	718	521	391	151	188	101
Pictou .....	460	684	765	686	847	426			584	634	755	363					698	754	732	824	811	694	881	430	302	251
Queens .....	172	283	270	244	115	81			246	184	153	71					303	205	284	289	267	205	202	114	154	71
Richmond .....	166	250	232	148	153	48			200	115	90	43					502	403	361	325	250	162	110	49	43	22
Shelburne .....	346	361	387	409	324	196			283	170	227	158					361	386	325	272	279	158	269	229	286	164
Victoria .....	282	317	197	115	21	19			315	242	86	23					347	279	340	301	162	57	14	17	126	66
Yarmouth .....	754	503	578	477	441	339			414	296	283	205					441	482	447	302	282	210	294	339	281	239
Total 1889 .....	7708	9470	9130	7657	6886	4205			6821	7071	6804	4063					15089	11911	10942	10916	9389	6634	6568	4156	4287	2611
" 1888 .....	7208	9114	9198	7225	7049	4147			6389	6605	7120	4342					15001	11651	11438	11097	9638	7271	7011	4026	4358	2875
Increase .....	500	356	68	432	163	58			132	466	516	279					88	290	496	181	249	637	443	130	71	264
Decrease .....																										



COUNTY.	WRITING.								INDUSTRIAL DRAWING.								KEEP'G.	LATIN.
	Grade.								Grade.									
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.		
Annapolis .....	608	414	454	483	478	302	358	277	456	325	361	392	367	254	241	167	137	27
Antigonish .....	531	471	441	460	395	243	228	100	113	86	79	93	85	72	79	39	94	17
Cape Breton .....	980	870	848	747	582	480	427	394	100	67	118	144	159	196	150	103	138	4
Colchester .....	692	680	648	646	687	499	592	376	534	401	421	449	471	360	402	281	173	27
Cumberland .....	1348	825	885	924	739	522	579	216	1020	642	665	643	528	355	340	151	257	3
Digby .....	973	621	590	524	436	305	246	169	884	580	511	456	368	265	194	82	95	4
Guyssboro' .....	641	483	509	421	391	270	168	54	177	91	109	101	108	64	48	4	49	4
Halifax Co. ....	1088	740	756	730	618	510	381	169	978	622	652	611	480	381	158	122	64	15
"    City .....	1756	945	751	778	623	507	485	275	1682	921	726	754	617	506	475	260	18	15
Hants .....	765	542	639	567	541	457	538	327	520	324	415	419	284	270	319	245	210	9
Inverness .....	785	829	792	658	516	223	89	23	157	142	183	110	51	20	20	225	29	9
Kings .....	551	525	459	608	451	369	420	677	239	220	188	248	260	199	217	125	100	16
Laurenburg .....	835	795	739	741	704	540	288	164	277	227	318	342	360	231	142	88	85	13
Pictou .....	718	734	700	819	774	681	886	419	309	279	316	343	348	274	442	190	195	13
Queens .....	150	195	261	277	314	190	211	106	154	126	187	188	169	147	130	71	70	3
Richmond .....	506	400	362	325	248	162	105	49	46	43	39	52	35	17	10	1	15	2
Shelburne .....	434	424	395	431	332	264	297	160	257	265	235	250	264	155	146	61	103	13
Victoria .....	434	364	327	289	201	150	39	19	51	49	33	23	46	24	18	19	82	2
Yarmouth .....	953	641	628	519	507	336	280	219	462	335	307	407	247	169	146	87	103	20
Total 1889 .....	14748	11498	11184	10947	9537	7010	6617	4193	8416	5745	5863	6025	5247	3959	3677	2321	2022	198
"    1888 .....	13076	11463	11346	11332	9293	7153	6998	3870	6849	5413	5581	5815	4869	3783	3814	2105	2456	180
Increase .....	1672	35	.....	.....	244	.....	.....	323	1567	332	282	210	378	176	.....	216	.....	18
Decrease .....	.....	.....	162	385	.....	143	381	.....	.....	.....	.....	.....	.....	.....	137	.....	434	.....

TABLE VI.—Public Schools: Summer Term—(Continued).  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis .....	183	6	15	151	11	9	151	11	9	154	11	9	154	11	9	143	11	9	146	11	9	146	11	9
Antigonish .....	42	52	27	46	35	15	46	35	15	44	35	3	44	35	3	43	34	20	43	34	20	43	34	20
Cape Breton .....	114	69	17	114	69	28	114	69	28	114	69	28	114	69	28	113	69	28	113	69	28	113	69	28
Colchester .....	76	18	32	62	18	32	62	18	32	62	18	32	62	18	32	62	18	32	62	18	32	62	18	32
Cumberland .....	75	18	30	108	21	5	100	21	5	100	21	5	100	21	5	105	22	5	105	22	5	105	22	5
Digby .....	63	19	9	64	19	2	64	19	2	64	19	2	64	19	2	64	19	2	64	19	2	64	19	2
Guy'sboro' .....	18	8	11	19	10	8	19	10	8	20	8	8	20	8	8	18	12	8	28	10	8	28	10	8
Halifax Co. ....	10	...	...	10	...	...	10	...	...	27	...	...	27	...	...	27	...	...	45	...	...	45	...	...
" City .....	106	92	64	106	92	64	106	92	64	106	92	64	106	92	64	101	92	64	106	92	64	106	92	64
Hants .....	124	45	54	136	43	9	134	43	9	136	43	9	136	43	9	138	44	9	133	43	9	133	43	9
Inverness .....	29	21	3	26	32	3	26	32	3	26	32	3	26	32	3	26	32	3	26	32	3	26	32	3
Kings .....	143	33	23	146	33	12	147	34	12	147	34	12	147	34	12	138	34	13	137	32	13	137	32	13
Lunenburg .....	35	4	5	51	45	...	51	45	...	35	42	3	35	42	3	35	42	3	35	42	3	35	42	3
Pictou .....	197	119	150	188	107	72	188	107	72	188	107	72	188	107	72	187	107	72	188	107	73	188	107	73
Queens .....	39	22	1	39	22	...	39	22	...	39	22	...	39	22	...	39	23	...	39	23	...	39	23	...
Richmond .....	36	4	...	36	4	2	36	4	2	36	4	2	36	4	2	37	4	2	37	4	2	37	4	2
Shelburne .....	45	24	12	47	25	12	47	25	12	47	25	12	47	25	12	45	24	13	47	24	13	47	24	13
Victoria .....	8	13	5	8	13	...	8	13	...	8	13	...	8	13	...	8	13	...	8	13	...	8	13	...
Yarmouth .....	60	37	53	60	37	37	60	37	37	60	37	37	60	37	37	66	29	37	58	37	38	58	37	38
Total 1889 .....	1353	604	511	1407	636	310	1407	636	310	1413	627	301	1413	627	301	1401	632	320	1431	635	342	1431	635	342
" 1888 .....	1416	543	395	1374	648	317	1374	648	317	1429	594	237	1429	594	237	1324	601	265	1334	596	265	1334	596	265

COUNTY.	DRAWING		Year.	Year.	Gauge.	Year.	Year.	Year.	Year.	Year.			Year.			Year.	Year.	Year.			
	I.	II.								I.	II.	III.	I.	II.	III.				I.	II.	III.
Annapolis . . . . .	38	1	102	10	28	120	8	16	8	67	6	2	8	1	2	1	130	16	12		
Antigonish . . . . .	31	16	49	87	22	63	20	17	17	11	17	9	17	9	4	1	2	11	2		
Cape Breton . . . . .	16	6	85	56	25	53	6	25	18	3	16	4	18	4	1	2	11	4	2		
Colchester . . . . .	78	31	92	10	95	95		24	24	38	17	30	4	11	4	1	11	4	2		
Cumberland . . . . .	75	18	72	18	14	78	11	5	17	45	16	4	1	1	12	7	12	7	4		
Digby . . . . .	33	8	64	19	3	61	1		2	17	13	2	2	1	8	5	1	8			
Guysboro' . . . . .	13		9	16	9	34	6	3	4	2	6	5	2	1	1	5	2	1			
Halifax Co. . . . .	14				46	46			24												
" City . . . . .	97	100	74	86	50	144	82	15	76	57	32	22	16	9	16	9	81	24	13		
Hants . . . . .	37	9	98	26	48	61	10	37	29	53	32	9	15					4	26		
Inverness . . . . .	19	13	3	3	8	18	1	1	1	11	2	18						5	11		
Kings . . . . .	82		115	27	18	108	10	12	20	27	17							14	9		
Lunenburg . . . . .	22	24	16		16	75	16		75	24	2			5	1						
Pictou . . . . .	108	69	116	118	101	165	94	55	67	93	52	56	2	7	41	56	59	20			
Queens . . . . .	7		13	12	12	31				15	8			1	3	7	7				
Richmond . . . . .			28	4		16		3	2	5			2			2	7	3			
Shelburne . . . . .	12		47	24		49	1	3	7	20	11	12	6	1	4	2			1		
Victoria . . . . .	8	13	3	13	8	13				8	8										
Yarmouth . . . . .	22		53	7	8	52	9		26	20	18	17		5	6	34	24	27			
Total 1889 . . . . .	710	277	978	476	370	1282	275	192	323	511	271	190	37	52	87	356	171	127			
" 1888 . . . . .	517	301	927	432	579	1274	353	198	272	443	251	182	18	52	83	338	262	99	10		
Increase . . . . .	193		51	44		8	78		51	76	20	8	19		4	18		28			
Decrease . . . . .		24			209			6									91		10		

**TABLE VII.**  
**Public Schools : Record of Visitation.**

COUNTY.	WINTER TERM.			SUMMER TERM.		
	No. of visits by Trustees and Secretary.	By Inspector.	By other Visitors.	No. of visits by Trustees and Secretary.	By Inspector.	By other Visitors.
Annapolis .....	286	93	1099	216	105	119
Antigonish .....	458	81	1224	388	84	124
Cape Breton .....	820	99	2648	692	115	159
Colchester .....	434	75	1688	355	59	152
Cumberland .....	541	127	1525	501	145	183
Digby .....	281	55	1127	247	91	114
Guysboro' .....	389	55	1336	321	74	151
Halifax Co. ....	289	115	1246	301	129	142
"    City .....	141	100	1030	84	90	64
Hants .....	361	114	1133	279	111	136
Inverness .....	923	45	2950	822	118	208
Kings .....	416	108	1733	238	112	145
Lunenburg .....	498	138	2337	388	101	222
Pictou .....	639	131	3039	464	51	293
Queens .....	97	48	446	114	53	65
Richmond .....	388	35	732	325	66	89
Shelburne .....	277	57	1041	189	74	105
Victoria .....	401	4	700	298	68	103
Yarmouth .....	347	98	1623	221	73	156
Total 1889 .....	7986	1578	28657	6443	1729	2737
"    1888 .....	8111	1689	27509	6612	1724	2579
Increase .....	.....	.....	1148	.....	5	157
Decrease .....	125	111	.....	169	-	.....



COUNTY.	No. of Schools open this term.	No. in session less than 80 days during this term.	No. in session 80 days or upwards but less than 100 days.	Total No. in session less than 100 days.	No. in session 100 days or upwards but less than full term.	No. in session the full term.	Average No. of days all schools were in session.	No. of Schools open this term.	No. in session less than 80 days during this term.	No. in session 80 days or upwards but less than 100 days.	Total No. in session less than 100 days.	No. in session 100 days or upwards but less than full term.	No. in session the full term.	Average No. of days all schools were in session.
Annapolis .....	102	4	8	12	41	49	109.8	109	6	8	14	45	50	104.5
Antigonish .....	85	1	4	5	22	58	113.4	88	3	6	9	18	61	106.7
Cape Breton .....	143	5	10	15	41	87	110.1	156	4	13	17	42	97	106.
Colchester .....	126	5	3	8	46	72	111.7	141	8	13	21	76	44	107.5
Cumberland .....	158	3	13	16	68	74	110.5	173	20	12	32	75	66	103.
Digby .....	91	1	4	5	40	46	112.9	93	.....	1	1	31	61	108.4
Guy'sboro' .....	79	3	5	8	18	53	112.2	90	3	11	14	27	49	104.8
Halifax Co. ....	128	9	4	13	54	61	109.	136	11	8	19	43	74	102.2
" City .....	112	.....	.....	.....	.....	112	119.	118	5	.....	.....	.....	113	94.
Hants .....	116	1	4	5	45	66	112.3	122	2	1	3	53	65	109.
Inverness .....	151	7	9	16	38	97	111.	164	24	13	37	37	90	103.6
Kings .....	115	10	22	32	43	40	105.	117	4	32	36	46	35	101.2
Lunenburg .....	146	4	7	11	45	90	111.7	137	5	10	15	41	81	105.3
Pictou .....	164	4	5	9	49	106	112.3	166	7	21	28	113	25	106.2
Queens .....	50	3	3	6	18	26	109.	55	1	2	3	36	16	107.
Richmond .....	63	1	2	3	18	42	113.3	71	3	7	10	21	40	105.
Shelburne .....	74	.....	3	3	54	17	111.7	76	1	1	2	40	34	107.6
Victoria .....	64	4	3	7	21	36	108.	79	16	6	22	23	34	107.6
Yarmouth .....	102	2	.....	2	62	38	114.	102	2	4	6	68	28	105.8
Total 1889 .....	2069	67	109	176	723	1170	111.4	2193	125	169	294	836	1063	105.
" 1888 .....	2045	97	86	183	651	1211	112.5	2166	127	308	435	530	1201	100.2
Increase .....	24	.....	23	7	72	41	1.1	27	2	139	141	306	.....	4.8
Decrease .....	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	138	.....

TABLE IX.—Comparative Statement of Expenditure of Government Grants to Common Schools and of Sectional Assessment.

COUNTY.	Population.	GOVERNMENT GRANTS.										Amount voted at last Annual Meeting for school purposes, exclusive of building and repairs.	Amount voted for building and repairs.
		WINTER TERM.					SUMMER TERM.						
		No. of Schools in session.	No. of Pupils registered.	Sum of Government Grants.	Cost to Government per pupil.	No. of Schools in session.	No. of Pupils registered.	Sum of Government Grants.	Cost to Government per pupil.				
Annapolis .....	20598	102	3708	\$4158 46	\$1 12	109	3767	\$4391 64	\$1 16	109	3767	\$12157 00	\$5135 14
Antigonish .....	18060	85	3401	3457 32	1 04	88	3431	3623 42	1 05	88	3431	7973 50	210 50
Cape Breton .....	31258	143	5702	5793 33	1 01	156	6105	6203 72	1 01	156	6105	18354 00	4850 00
Colchester .....	26720	126	5075	5350 44	1 05	171	5532	5705 16	1 03	171	5532	12197 40	1570 00
Cumberland .....	27368	158	5680	6119 58	1 07	173	7051	6535 17	92	173	7051	18404 00	7637 00
Digby .....	19881	91	3872	3527 30	91	98	4165	3618 47	86	98	4165	10171 00	1138 50
Guyssboro' .....	17808	79	3130	2934 10	93	90	3357	3237 59	96	90	3357	8444 00	5012 00
Halifax Co. ....	31817	128	5269	4957 51	97	136	5509	5363 21	97	136	5509	17524 00	1777 50
" City .....	36100	112	5948	5158 99	86	118	6495	5306 63	81	118	6495	69000 00	3000 00
Hants .....	23359	116	4600	4870 76	1 05	122	4861	5180 40	1 06	122	4861	16973 00	1858 00
Inverness .....	25651	151	5184	5589 12	1 07	164	5428	5884 26	1 08	164	5428	9258 00	1575 00
Kings .....	23469	115	4515	4548 16	1 00	117	4294	4519 56	1 05	117	4294	13706 00	1627 00
Lunenburg .....	28583	146	6028	5139 18	85	137	5488	4975 03	90	137	5488	14946 00	3968 00
Pictou .....	35535	164	6635	6726 30	1 01	166	6751	6638 76	98	166	6751	20542 65	4462 50
Queens .....	10577	50	1912	1868 95	97	55	2045	2136 97	1 04	55	2045	5052 00	825 00
Richmond .....	15121	63	2153	2422 12	1 12	71	2450	2604 76	1 20	71	2450	3715 00	699 50
Shelburne .....	14913	74	3160	2840 78	89	76	3025	2929 76	96	76	3025	9418 00	5132 00
Victoria .....	12470	64	1946	2159 01	1 10	79	2379	2496 40	1 05	79	2379	2195 00	983 00
Yarmouth .....	21284	102	4453	4288 59	96	102	4355	4149 09	95	102	4355	17777 00	2448 00
Total 1889. ....	440572	2069	82371	\$82000 00	99	2193	86488	\$85500 00	98	2193	86488	\$287807 55	\$53908 64
" 1888. ....	440572	2045	82486	82004 81	99	2166	86582	85500 00	98	2166	86582	300366 00	45048 00
Increase. ....	.....	24	115	481	.....	27	94	.....	.....	27	94	12568 45	7960 64

[illegible]

TABLE X. (Continued).—Public School Teachers' Yearly Examination, 1889.

STATIONS.	FEMALE C.			MALE D.			FEMALE D.			Total received Grade A.	Total received Grade B.	Total received Grade C.	Total received Grade D.	Licenses.	No. rec'd higher Grade than held before.	No. rec'd same Grade as held before.	No. rec'd lower Grade than held before.	New applicants rec'd license.	No. rec'd lower Grade than held before.	No. rec'd lower Grade than applied for.	No. failed.
	Candidates for Grade C.	Received Grade C.	Failed.	Candidates for Grade D.	Received Grade D.	Failed.	Candidates for Grade D.	Received Grade D.	Failed.												
Amherst .....	28	2	9	17	2	2	12	3	9	...	...	3	15	18	3	2	1	12	6	12	30
Antigonish .....	41	11	12	18	8	2	23	8	15	...	...	16	29	45	1	8	1	35	21	24	50
Archat .....	4	...	2	2	5	3	11	1	10	...	...	3	10	13	...	5	...	8	6	7	15
Baddeck .....	7	3	3	1	10	7	15	6	9	...	...	1	7	22	30	4	6	20	20	16	16
Barrington .....	7	2	1	4	...	...	9	1	8	...	...	2	2	2	...	1	...	3	3	1	13
Bridgetown .....	28	10	9	9	1	1	15	8	7	...	...	6	16	22	44	8	5	30	26	18	17
Cheticamp .....	1	...	...	1	14	6	8	1	7	...	...	1	...	12	13	1	4	1	7	8	18
Clare .....	5	...	...	1	4	2	2	2	13	...	...	...	3	3	...	...	...	3	2	1	20
Digby .....	9	2	3	4	1	1	12	2	5	...	...	3	6	9	...	1	...	6	4	5	5
Guysboro' .....	8	1	4	3	1	1	12	5	7	...	...	1	13	14	...	2	...	12	7	7	10
Halifax .....	43	13	17	13	...	...	17	14	3	3	18	36	60	9	7	3	...	41	34	26	16
Kentville .....	33	12	6	15	...	...	5	2	3	2	22	12	40	13	7	...	...	20	23	17	21
Liverpool .....	23	12	5	6	...	...	6	4	2	...	17	12	29	2	4	1	...	22	19	10	10
Lunenburg .....	36	8	10	18	...	...	26	14	12	...	10	26	36	2	3	...	...	31	24	12	33
Margaree Forks .....	4	1	2	12	3	9	11	5	6	...	1	13	14	1	4	1	...	8	9	5	18
New Glasgow .....	31	9	13	9	2	0	9	0	3	1	4	16	24	45	7	7	...	29	25	20	16
Normal School .....	36	17	10	9	...	...	5	3	2	...	15	31	19	65	26	16	...	30	38	27	14
Pictou .....	24	7	5	12	2	1	10	2	8	1	16	11	29	7	4	3	...	15	14	15	27
Port Hawkesbury .....	10	...	4	6	...	...	2	...	...	...	...	4	4	...	3	...	...	1	...	4	6
Port Hood .....	9	1	1	7	12	2	21	...	21	...	1	6	10	17	5	7	...	4	7	10	48
Shelburne .....	22	6	7	9	...	...	8	2	6	1	12	14	27	5	3	...	...	14	11	16	15
Sherbrooke .....	3	1	2	...	...	...	5	1	4	1	...	2	6	9	2	2	...	2	4	5	4
Sydney .....	40	7	13	20	22	3	29	7	22	1	4	13	31	49	8	7	1	33	26	23	71
Tatamagouche .....	12	...	4	8	...	...	15	7	8	...	...	...	13	13	...	5	...	8	7	6	18
Truro .....	37	7	15	15	...	...	13	5	8	2	2	10	23	37	4	7	...	26	16	21	25
Windsor .....	22	5	6	11	...	...	8	1	7	...	...	1	13	12	26	5	8	10	9	17	18
Yarmouth .....	15	6	3	6	...	...	15	3	12	1	2	12	7	22	5	3	1	13	13	9	18
Total 1889 .....	538	143	166	229	93	30	325	113	212	13	45	250	407	715	118	136	28	433	382	333	572
" 1888 .....	513	170	137	206	100	31	349	119	230	10	79	282	344	715	171	85	4	455	468	247	576



TABLE XI.

## Special Government Aid to Poor Sections.

COUNTY.	Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	Winter Term.	Summer Term.	
.....	\$ 94 41	\$163 61	\$258 02
.....	73 98	80 19	154 17
n .....	106 78	105 47	212 25
.....	111 73	155 94	267 67
d .....	93 35	104 25	197 60
.....	72 64	107 12	179 76
.....	73 54	95 97	169 51
.....	62 31	144 39	206 70
.....	97 53	152 20	249 73
.....	54 25	40 45	94 70
.....	108 65	149 49	258 14
.....	73 72	65 30	139 02
.....	76 54	121 51	198 05
.....	62 61	104 21	166 82
.....	81 42	104 59	186 01
.....	28 49	37 65	66 14
.....	84 74	60 66	145 40
.....	83 60	64 86	148 46
Total 1889.....	\$1440 29	\$1857 86	\$3298 15
" 1888.....	1507 00	1867 19	3374 19
se .....	.....	.....	.....
se .....	66 71	9 33	76 04

TABLE XII.

## Poor Sections—Special County Aid.

MUNICIPALITIES.	Number of these Sections having Schools.		Amount of County Assessments paid to these Schools over above ordinary allowance.			
	Winter Term.	Summer Term.	Winter Term.	Summer Term.	Total	
Annapolis, County of .....	13	22	92 25	146 68	238 93	
Antigonish, " .....	13	16	96 34	157 82	254 16	
Cape Breton, " .....	14	17	88 03	106 62	194 65	
Colchester, " .....	13	22	86 72	141 28	228 00	
Cumberland, " .....	16	23	97 43	111 30	208 73	
Digby, District of .....	13	16	93 31	120 72	214 03	
Clare, " .....	5	6	43 88	45 10	88 98	
Guysboro', " .....	6	7	43 66	42 33	85 99	
St. Mary's, " .....	4	6	29 68	37 45	67 13	
Halifax, County of .....	10	19	71 51	135 52	207 03	
Hants, District of East .....	9	11	56 31	70 47	126 78	
" " West .....	7	11	59 68	83 24	142 92	
Inverness, County of .....	9	7	58 01	37 38	95 39	
Kings, " .....	18	23	125 93	169 41	295 34	
Lunenburg & New Dublin..	6	5	40 85	32 63	73 48	
Chester, District of .....	3	4	20 81	27 33	48 14	
Pictou, County of .....	12	18	82 62	111 70	194 32	
Queens, " .....	8	12	45 56	83 68	129 24	
Richmond, " .....	12	16	95 43	106 71	202 14	
Shelburne, District of .....	2	2	12 22	11 87	24 09	
Barrington, " .....	2	3	17 39	22 35	39 74	
Victoria, County of .....	12	11	103 91	77 73	181 64	
Yarmouth, District of .....	8	5	54 52	31 26	85 78	
Argyle, " .....	6	8	51 00	55 39	106 39	
Total 1889 .....	221	290	1567 05	1965 97	3533 02	
" 1888 .....	235	284	1591 21	1929 62	3520 83	
Increase .....	.....	6	.....	36 35	12 19	
Decrease .....	14	.....	24 16	.....	.....	

TABLE XIII.

ment of County Fund to Trustees for Winter Term ended April 30, 1889.

IES.	Grand total days' attendance made by all the Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount apportioned.	Amount per Pupil in attendance the Full Term.
.....	243682	\$1255 41	\$1636 77	\$75 00	\$120 00	\$3087 18	\$ 77
.....	210188	1082 01	1626 99	.....	.....	2709 00	88
.....	358593	1742 57	2931 32	.....	30 00	4703 89	94
.....	348267	1366 52	1933 67	37 50	150 00	3487 69	78
.....	349520	1943 86	1996 47	75 00	90 00	4105 33	58
.....	156651	740 56	978 71	22 83	73 04	1815 14	74
.....	92665	414 77	690 53	14 67	46 96	1166 93	84
.....	138560	677 90	1195 53	26 98	21 59	1922 00	96
.....	56276	324 47	404 60	10 52	8 41	748 00	81
.....	342583	1369 58	2708 92	37 50	60 00	4176 00	1 13
.....	137912	706 33	780 24	36 35	29 08	1552 00	64
.....	164195	623 62	956 81	38 65	30 92	1650 00	87
.....	316399	1914 25	1902 75	.....	30 00	3847 00	70
.....	268847	1371 76	2044 24	75 00	30 00	3521 00	85
New							
.....	316430	1493 82	1971 17	30 78	24 63	3520 40	73
.....	53258	282 15	473 53	6 72	5 37	767 77	1 02
.....	472682	2036 90	3128 10	75 00	90 00	5330 00	76
.....	130480	616 92	939 63	.....	30 00	1586 55	82
.....	134650	800 15	1342 53	.....	120 00	2262 68	1 13
.....	112824	500 85	627 55	.....	31 10	1159 50	64
.....	100356	402 87	645 68	.....	28 90	1077 45	73
.....	120275	782 02	1087 98	.....	.....	1870 00	1 04
.....	187732	773 55	920 92	.....	32 45	1726 92	55
.....	131812	600 75	837 35	.....	27 55	1465 65	70
39.....	4944837	\$23823 59	\$33761 99	\$562 50	\$1110 00	\$59258 08	82
38.....	4782939	23503 02	34089 30	525 00	1140 00	59257 32	84
.....	161898	320 57	.....	37 50	.....	76	
.....	.....	.....	327 31	.....	30 00	.....	02

TABLE XIV.

Apportionment of County Fund to Trustees for Summer Term ended October 31, 1889.

MUNICIPALITIES.	Grand total days' attendance made by all the Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount apportioned.	Amount per Pupil in attendance.
Annapolis . . . . .	241760	\$1374 87	\$1557 70	\$ 75 00	\$ 90 00	\$3096 94	6 6
Antigonish . . . . .	175260	1122 19	1586 81	.. .. .	.. .. .	2709 00	9 9
Cape Breton . . . . .	356535	1940 30	2689 37	.. .. .	60 00	4689 67	8 8
Colchester . . . . .	352263	1581 44	1660 56	37 50	210 00	3489 50	6 6
Cumberland . . . . .	384728	2105 86	1745 94	75 00	180 00	4106 80	4 4
Digby . . . . .	146991	754 73	942 35	22 83	54 78	1774 69	7 7
Claro . . . . .	111083	459 54	657 52	14 67	35 22	1166 95	6 6
Guysboro' . . . . .	128947	785 41	1066 43	26 98	43 18	1922 00	8 8
St. Mary's . . . . .	50310	340 65	380 01	10 52	16 82	748 00	7 7
Halifax Co. . . . .	346576	1490 84	2416 66	37 50	30 00	3975 00	9 9
Hants East . . . . .	132212	739 67	765 07	18 18	29 08	1552 00	6 6
" West . . . . .	157680	721 48	878 28	19 32	30 92	1650 00	7 7
Inverness . . . . .	291182	1958 83	1888 17	.. .. .	.. .. .	3847 00	7 7
Kings . . . . .	243028	1448 93	2033 57	37 50	.. .. .	3520 00	8 8
Lunenburg and New Dublin . . . . .	273197	1384 43	2079 07	30 78	24 63	3518 91	8 8
Chester . . . . .	50215	285 04	470 27	6 72	5 37	767 40	9 9
Pictou . . . . .	416696	2059 01	3128 49	112 50	30 00	5330 00	8 8
Queens . . . . .	135407	711 06	875 52	.. .. .	.. .. .	1586 58	6 6
Richmond . . . . .	145475	888 50	1294 43	.. .. .	90 00	2272 93	9 9
Shelburne . . . . .	113331	540 32	572 53	.. .. .	46 65	1159 50	5 5
Barrington . . . . .	94491	406 05	628 05	.. .. .	43 35	1077 45	7 7
Victoria . . . . .	120268	898 39	971 61	.. .. .	.. .. .	1870 00	8 8
Yarmouth . . . . .	170267	719 15	955 07	20 28	32 45	1726 95	6 6
Argyle . . . . .	130373	564 68	856 20	17 22	27 55	1465 65	7 7
Total 1889 . . . . .	4768275	\$25281 37	\$32099 05	\$562 50	\$1080 00	\$59022 92	7 7
" 1888 . . . . .	4494722	25354 37	32313 69	450 00	1110 00	59228 06	7 7
Increase . . . . .	273553	.. .. .	.. .. .	112 50	.. .. .	.. .. .	.. .. .
Decrease . . . . .	.. .. .	73 00	214 64	.. .. .	30 00	205 14	0 0





**TABLE XVI.—Average Salary of Male Teachers for the School Year 1888-89.**  
*From Rates paid during Term ended April 30th, 1889.*

COUNTY.	ANNUAL AVERAGE SALARY OF MALE TEACHERS.									
	1ST CLASS—GRADES A AND B.			2ND CLASS—GRADE C.			3RD CLASS—GRADE D.			Total.
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	
Annapolis .....	\$115 32	\$315 56	\$431 88	\$86 50	\$180 31	\$266 81	\$57 66	\$117 50	\$175 16	
Antigonish .....	115 32	205 57	320 89	86 50	123 46	209 96	57 66	105 66	163 32	
Cape Breton .....	115 32	263 48	378 80	86 50	111 17	197 67	57 66	90 00	147 66	
Colchester .....	115 32	323 32	438 64	86 50	180 00	266 50				
Cumberland .....	115 32	300 00	415 32	86 50	182 00	268 50				
Digby .....	115 32	305 62	420 94	86 50	195 55	282 05	57 66	150 00	207 66	
Guyaboro' .....	115 32	400 00	515 32	86 50	140 00	226 50	57 66	182 00	239 66	
Halifax Co. ....	115 32	380 00	495 32	86 50	224 00	310 50	57 66	98 00	155 66	
" City .....	115 32	670 00	785 32				57 66	153 00	210 66	
Hants .....	115 32	346 00	461 32	86 50	221 66	308 16				
Ipswich .....	115 32	189 66	304 98	86 50	97 12	183 62	57 66	128 50	186 16	
Kings .....	115 32	309 83	424 65	86 50	193 26	279 76	57 66	78 36	136 02	
Laureburg .....	115 32	327 00	442 32	86 50	143 00	229 50	57 66	156 67	214 33	
Pictou .....	115 32	432 90	548 22	86 50	151 51	238 01	57 66	130 00	187 66	
Queens .....	115 32	317 50	432 82	86 50	176 00	262 50	57 66	115 00	172 66	
Richmond .....	115 32	171 43	286 75	86 50	111 66	198 16	57 66	110 00	167 66	
Shelburne .....	115 32	279 00	394 32	86 50	198 00	284 50	57 66	82 00	139 66	
Victoria .....	115 32	161 66	276 98	86 50	206 50	284 50	57 66	140 00	197 66	
Yarmouth .....	115 32	429 00	544 32	86 50	120 00	206 50	57 66	104 82	164 82	
							57 66	177 00	234 66	
Total 1889 .....	\$115 32	\$322 52	\$437 84	\$86 50	\$163 81	\$250 31	\$57 66	\$124 61	\$182 27	
" 1888 .....	116 86	320 88	437 74	87 64	166 29	253 93	58 44	131 77	190 21	
			10							

COUNTY.	1ST CLASS—GRADE B.			2ND CLASS—GRADE C.			3RD CLASS—GRADE D.		
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.
Annapolis .....	\$115 32	\$210 09	\$325 32	\$86 50	\$127 52	\$214 02	\$57 66	\$ 86 64	\$144 30
Antigonish .....	115 32	150 00	265 32	86 50	106 72	193 22	57 66	89 84	147 50
Cape Breton .....	115 32	212 86	328 18	86 50	152 68	239 18	57 66	94 57	152 23
Colchester .....	115 32	212 22	327 54	86 50	168 26	254 76	57 66	95 00	152 66
Cumberland .....	115 32	147 00	262 32	86 50	130 00	216 50	57 66	97 00	154 66
Digby .....	115 32	152 00	267 32	86 50	104 80	191 30	57 66	104 77	162 43
Guyaboro .....	115 32	166 67	281 99	86 50	132 71	219 21	57 66	102 24	159 90
Halifax Co. ....	115 32	201 00	316 32	86 50	174 00	260 50	57 66	98 50	156 16
Halifax City .....	115 32	335 68	451 00	86 50	228 50	315 00	57 66	242 34	300 00
Hants .....	115 32	189 42	304 74	86 50	130 98	217 48	57 66	98 40	156 06
Inverness .....	115 32	105 00	220 32	86 50	97 50	184 00	57 66	80 24	137 90
Kings .....	115 32	176 00	291 32	86 50	136 40	222 90	57 66	90 30	147 96
Lunenburg .....	115 32	155 00	270 32	86 50	128 00	214 50	57 66	107 00	164 66
Pictou .....	115 32	153 64	268 96	86 50	124 81	211 31	57 66	94 91	152 57
Queens .....	115 32	180 00	295 32	86 50	129 00	215 50	57 66	104 00	161 66
Richmond .....	115 32	145 00	260 32	86 50	98 00	184 50	57 66	82 80	140 46
Shelburne .....	115 32	220 00	335 32	86 50	145 00	231 50	57 66	104 00	161 66
Victoria .....	115 32	150 00	265 32	86 50	118 88	205 38	57 66	83 00	140 66
Yarmouth .....	115 32	196 00	311 32	86 50	160 00	246 50	57 66	110 00	167 66
Total 1889....	\$115 32	\$181 97	\$297 29	\$86 50	\$136 51	\$223 01	\$57 66	\$103 45	\$161 11
" 1888.....	116 86	181 25	298 11	87 64	140 84	228 48	58 44	102 73	161 17
Increase .....	1 54	72	82	1 14	4 33	5 47	78	72	06
Decrease .....									



TABLE XVII.—County Academies.

ACADEMY.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, AGE, &c.															No. of Males.	No. of Females.
		No. of Teachers.	No. of Assistants.	No. of Depart-ments.	No. of Pupils enroll- ed during year.	Average No. of Pu- pils daily present during year.	Average No. of Pu- pils daily present dur'g winter term.	Average No. of Pu- pils daily present dur'g summer term.	No. of 1st years.	No. of 2nd years.	No. of 3rd years.	Pupils.	No. of Pupils be- longing to Section.	No. of Pupils be- longing to Co., but outside of Section.	No. of Pupils from outside of County.	No. of Pupils under 15 years of age.	No. of Pupils over 15 years of age.	Average age of Pu- pils.			
Annapolis	W. M. McVicar, A. M.	1	1	1	31	18.4	20.	16.4	19	19	7	5	18	13	16	15	16.2	12	19		
Antigonish	Rev. N. McNeil, D. D.	2	2	4	125	59.3	74.4	44.3	39	43	31	15	24	44	57	19	106.17.	81	44		
Cape Breton	E. T. MacKeen	2	2	2	78	43.2	48.2	38.3	31	32	15	13	24	44	23	25	53	37	41		
Colchester	W. R. Campbell, A. B.	2	1	2	114	64.8	68.7	61.	68	34	12	93	49	18	3	70	44	15.5	61		
Cumberland	H. S. Freeman, A. B.	2	2	2	71	36.1	44.4	27.8	40	21	10	58	10	3	12	59	17.3	34	37		
Digby	J. A. Smith, A. B.	1	1	1	33	16.8	19.1	14.5	22	7	4	28	4	1	15	18	16.	20	13		
Guysboro'	I. M. Longley, A. B.	1	1	1	34	19.2	24.3	14.	11	12	11	22	10	2	4	30	17.	14	20		
Halifax	Rev. E. Gilpin, D. D.	6	1	6	243	140.	142.	138.	82	101	60	193	48	2	138	105	105.15.	136	107		
Hants	C. F. Hall, A. B., Edward Fulton, A. B. }	1	1	1	60	35.	43.	28.	20	30	10	52	5	3	18	42	16.	21	39		
Inverness	Frank H. Coops, A. B.	1	1	1	39	19.9	19.3	20.9	16	20	3	29	10	10	21	18	15.5	26	13		
Kings	Angus McLeod	1	1	1	55	26.8	22.8	30.9	18	23	14	40	15	10	27	28	15.	30	25		
Lunenburg	H. H. McIntosh	1	1	1	49	26.	23.2	29.4	24	21	4	35	14	10	27	28	16.5	21	28		
Pictou	<del>W. M. McVicar, A. B.</del> B. B. Sc.	4	4	4	304	157.1	191.5	123.1	103	88	15	121	107	76	95	209	17.5	196	108		
Queens	Nicholas Smith.	1	1	1	50	29.	29.	29.	22	22	6	37	13	8	42	16.	21	29	19		
Richmond	S. A. Morton, A. B.	1	1	1	27	16.3	16.5	16.	21	4	2	27	10	10	17	16.	13	14	14		
Shelburne	Dugald Stewart, A. B.	1	1	1	64	31.4	34.3	28.	32	24	8	55	9	18	46	15.	28	36	12		
Victoria	Donald Fraser, A. B.	1	1	1	21	14.	18.5	9.2	8	13	1	17	4	4	8	13	16.	12	9		
Yarmouth	A. Cameron	2	2	2	84	47.	49.	45.	34	21	29	59	25	21	63	15.5	27	57	57		
Total 1889.		31	3	33	1482	800.3	888.2	714.	610	523	319	557	372	153	546	936	16.1	790	692		
" 1888.		30	5	34	1504	812.3	870.6	734.	606	572	326	586	364	154	608	896	15.7	767	737		

	No. of Pup- ister at d amination	1st Year.	2nd Year.	3rd Year.	4th Year.	Total No. presented.	1st Year.	2nd Year.	3rd Year.	4th Year.	Total No. presented.
Annapolis .....	25	14	7	4	.....	25	12	7	4	.....	23
Antigonish .....	108	21	31	21	10	83	17	28	20	10	75
Cape Breton .....	57	15	22	8	.....	45	12	20	8	.....	40
Cochester .....	89	22	21	9	.....	52	18	20	8	.....	46
Cumberland .....	52	23	15	5	.....	43	18	13	5	.....	36
Digby .....	26	13	4	3	.....	20	12	3	3	.....	18
Guysboro .....	23	9	4	8	.....	21	8	3	7	.....	18
Halifax .....	170	63	57	29	.....	149	53	53	25	.....	133
Hants .....	52	24	10	7	.....	41	18	8	6	.....	32
Inverness ..	31	11	13	3	.....	27	8	11	2	.....	21
Kings .....	30	7	8	3	.....	23	5	6	7	.....	18
Lunenburg ..	43	15	20	3	.....	38	12	17	3	.....	32
Pictou .....	245	54	60	47	20	181	49	55	45	20	169
Queens .....	39	15	17	.....	.....	32	12	15	.....	.....	27
Richmond ..	23	16	4	2	.....	22	12	3	2	.....	17
Shelburne ..	44	14	14	2	.....	30	11	12	2	.....	25
Victoria .....	18	5	8	.....	.....	13	4	7	.....	.....	11
Yarmouth .....	67	22	13	20	.....	55	18	11	18	.....	47
Total 1889 .....	1146	363	328	179	30	900	301	292	165	30	788
" 1888 .....	1180	402	333	203	18	956	345	295	198	18	856
Increase .....	34	39	5	24	12	56	44	3	33	12	68
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XVII.—County Academies—(Continued).

ACADEMY.	LIBRARY AND APPARATUS.					INCOME.			EXPENDITURE.			
	No. of Bound Volumes in	No. of Globes.	No. of Wall Maps.	No. of Dictionaries and Gazeteers.	Cash Value of other Apparatus.	From Fees.	Provincial Grant.	From other Sources.	Salaries of Teachers.	Expended on Buildings.	Expended for Books and Apparatus.	Miscellaneous.
Annapolis .....	.....	2	12	2	\$ 75 00	.....	\$ 500 00	\$ 365 00	\$ 800 00	\$ 25 00	\$ 40 00	\$ .....
Antigonish .....	1695	3	20	14	545 00	.....	1000 00	1170 00	1750 00	95 00	120 00	195 00
Cape Breton .....	110	1	15	5	200 00	.....	1000 00	795 00	1500 00	250 00	20 00	25 00
Colchester .....	.....	2	12	3	200 00	.....	1000 00	1050 00	1950 00	.....	75 00	25 00
Cumberland .....	5	1	9	3	30 00	.....	500 00	880 00	1380 00	.....	.....	.....
Digby .....	.....	1	4	2	50 00	.....	500 00	325 00	750 00	60 00	15 00	.....
Guysboro' .....	.....	1	10	2	.....	.....	500 00	250 00	750 00	.....	.....	.....
Halifax .....	543	1	8	5	700 00	79 67	1720 00	8171 97	7068 42	371 69	25 70	2505 83
Hants .....	.....	.....	.....	.....	.....	.....	500 00	000 00	800 00	450 00	50 00	.....
Inverness .....	.....	1	6	2	50 00	.....	450 00	250 00	675 00	25 00	.....	.....
Kings .....	.....	2	11	.....	.....	.....	500 00	400 00	900 00	.....	50 00	.....
Lunenburg .....	150	2	36	2	125 00	.....	500 00	350 00	800 00	.....	.....	.....
Pictou .....	1140	2	53	3	1500 00	540 00	1720 10	2283 00	3300 00	750 00	43 00	450 00
Queens .....	.....	1	15	2	60 00	.....	500 00	270 00	750 00	.....	20 00	.....
Richmond .....	.....	1	10	2	.....	.....	466 66	395 84	700 00	75 00	.....	87 50
Shelburne .....	2	1	20	2	25 00	.....	500 00	280 00	750 00	30 00	.....	.....
Victoria .....	.....	1	6	1	13 00	.....	500 00	480 00	750 00	220 00	10 00	.....
Yarmouth .....	.....	3	24	5	375 00	.....	1000 00	1025 00	1800 00	.....	25 00	200 00
Total 1889 .....	3645	25	271	55	\$3948 00	\$619 67	\$13356 66	\$19540 81	\$27173 42	\$2351 69	\$503 70	\$3488 33
" 1888 .....	3449	29	268	57	4445 00	483 00	13306 67	26039 33	26125 00	7704 00	473 00	5627 00
Increase .....	196	.....	3	.....	.....	136 67	49 99	.....	1048 42	.....	30 70	.....









TABLE XVIII.—Special Institutions.

INSTITUTION.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, THEIR AGE, &c.															EXPENSES.	
		No. of Regular Teachers.	No. of Regular Assistants.	No. of Assistants engaged part of time for special branches.	Whole No. of Pupils enrolled during year.	Average No. of Pupils on roll.	Average No. of Pupils daily present.	No. of new Pupils for year.	No. of former Pupils 2nd year of attendance.	No. of former Pupils 3rd year of attendance.	No. of enrolled Pupils belonging to Municipality or Town.	No. belonging to County, but outside of Municipality or Town.	No. from outside of Co.	No. from Nova Scotia.	No. from other Counties.	No. of Pupils under 15 years of age.	No. of Pupils 15 years of age and upwards.	Average age of Pupils.	Annual Tuition Fee—Advanced Pupils.	No. of weeks in session during year.	
Inst. for Deaf and Dumb...	J. Scott Hutton, M.A...	5	4	2	74	60	60	13	11	50	4	3	53	56	18	36	38	13	(a)	44	
School for the Blind.....	C. F. Fraser .....	4	....	6	36	31	31	9	....	....	....	....	....	18	13	8	28	....	....	40	

TABLE XVIII.—Special Institutions—(Continued.)

INSTITUTIONS.	No. Studying the Language.—English.					FINE ARTS.				MATHEMATICS.			HISTORY.		Prizes.		
	Reading and Elocution.	Spelling.	Grammar and Analysis.	Composition.	Rhetoric.	Music.	Drawing.	Pennmanship.	Arithmetic.	Algebra.	Geometry.	Modern Geography.	British.	Roman.	English Literature.	No. awarded during year.	Value of Prizes awarded during year.
Institution for Deaf and Dumb .....	(9) 16	(9) 21	(9) 7	(9) 7	....	....	70	74	70	....	....	26	14	....	....	8	....
*School for the Blind.....			7	7	....	27	....	7	20	5	.4	22	11	3	6		23

\*No. studying science..... 4  
 Braille system of point writing ..... 26  
 Kindergarten ..... 12  
 Singing..... 11  
 Reading and Writing Music..... 12  
 Theory of Music ..... 10

TABLE XVIII.—Special Institutions.—(Continued.)

INSTITUTION.	Rooms, &c.		LIBRARY AND APPARATUS.					INCOME.			EXPENDITURE.						
	No. of School Rooms and Class Rooms.	Style of Desks.	No. of Globes.	No. of good Wall Maps.	No. 4to. Dictionaries and Gazetteers.	Estimated Cash Value of other Apparatus.	Estimated Cash Value of all Apparatus.	From Fees and Contributions.	From Rates and Invested Funds.	Provincial Grant. (c.)	Total.	Salaries of Instructors.	Average of Salaries.	Expended on Buildings and Repairs.	Expended for Books and Apparatus.	Miscellaneous. (d.)	Total.
Institution for Deaf and Dumb.....	2	Dawson.....	16	62	12	.....	.....	\$701	\$2807	\$5570	\$9078	\$2806	.....	\$463	\$138	\$5541	\$2918
School for the Blind .....	9	Horseshoe.....	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XVIII.—(Continued.)

## INSTITUTION FOR THE DEAF AND DUMB.

- (a.)—By the Act of the Provincial Legislature of April 19th, 1884, Nova Scotia deafmutes, between the ages of eight and eighteen are entitled to free board and education in the institution—*per capita* allowance of \$120 being provided by the law for each pupil received, half of which is paid by the Government and half by the Municipality to which the pupil belongs. Pupils from other provinces pay according to circumstances, but only a trifling amount is derived from this source.
- (b.)—As stated in last Report, mere tabulated statistics afford no proper idea of the nature or amount of work performed in this peculiar department of education—See pages 117 and 118 of N. S. Education Report for 1888—also the subjoined extract from the Principal's report for 1889.
- (c.)—Under this head are included \$2730 from the Nova Scotia Government; \$2340 from Municipalities, and \$500 from the Government of Newfoundland.
- (d.)—Under this head of "Miscellaneous" are included board of pupils, teachers and servants, fuel, gas, insurance, taxes and all other incidental expenses.

TABLE XIX.

SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION  
1889.

Common Schools .....	\$167,500	0
Normal School .....	7,068	0
Special Institutions .....	4,042	5
County Academies .....	13,356	6
Inspection .....	12,183	3
Expenses (office) .....	1,451	9
Salaries (office) .....	3,400	0
Examination .....	903	2
School of Agriculture .....	2,025	6
Travelling Expenses N. S. Pupils .....	990	5
	<b>\$212,921</b>	<b>8</b>

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PART III.

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APPENDICES.

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## APPENDIX A.

## Report of the Normal School.

SON, Esq., LL.D.,

*Supt of Education :*

Following report of the Normal School for the session of  
all, with your permission, endeavour to give among other  
the features of the work done in the Institution. The names  
nts, grade of license held on entering the Institution,  
arded, and various other features of the session, may be  
joined tables and need not be here stated.

NCE.—The number of students has been less during the past  
years than formerly. This diminution may be reasonably  
r by the fact of increased facilities throughout the Province  
y the scholarship required for license of the different grades,  
h the other fact that the more strictly professional quali-  
ch it is the business of the Normal School to impart are not  
ght after by the majority of those who aspire to the office

G STAFF.—The Institution is now provided with a reason-  
ching staff. The names of the instructors with their lead-  
are as follows:—

B. Calkin, A. M.—*Psychology and Pedagogy.*  
s B. Hall, Ph. D.—*Language and History.*  
k H. Eaton, A.M.—*Mathematics and Physics.*  
an W. Smith, B. Sc.—*Chemistry and Biology.*  
A. Smith.—*Drawing and Calisthenics.*  
Usher Griffin.—*Elocution and Music.*

ATION of STUDENTS.—The students are divided into three  
e basis of scholarship, called respectively *first class*, *second*  
*third class*. Students may be admitted to the first class on  
ne following conditions:—

- 1.—Possession of license of grade *A* or *B*.
- 2.—Possession of license of grade *C*, together with a knowledge of Quadratic Equations.
- 3.—Possession of scholarship equivalent to the requirements of grade *C* license, together with knowledge of Quadratic Equations.

The Second Class includes such students as hold license of grade *C*, or possess equivalent scholarship, whose immediate aim is professional qualification rather than higher grade of license.

The Third Class includes students who have license of grade *D* together with a knowledge of the first forty-three pages of Hamblin Smith's Geometry.

**CHARACTER of WORK.**—The work done in the Institution is partly academic and partly professional. A prominent aim of all our students is the securing of higher scholarship; and this together with a higher grade of license is the leading object of the larger proportion of students in the first and third classes. The course common to all the classes includes Elocution, Vocal Music, (Tonic-sol-fa,) Calisthenics, Modelling in Clay, Paper Folding and Drawing (Model, Object, Geometrical Perspective, Free Hand, and Design.)

The academic work of the first class is in the main guided by the syllabus of the first class (*B*) license, including Grammar, Composition, English Literature, History (British and General), Geography (more especially Astronomical and Physical,) Arithmetic, Algebra, Geometry, Practical Mathematics, Chemistry, Physics, Physiology and Book-keeping.

The academic work of the third class is along the line of the syllabus of examination for second class (*C*) license, including Grammar, Composition, History, (British and Canadian), Geography, Arithmetic, Algebra, Geometry, Botany, and Book-keeping.

The second class has usually been comparatively small, varying in different years from twenty to thirty. While the students in this class do not make advancement in scholarship a primary concern, they are not restricted exclusively to professional work. Their academic studies consist of selections partly from the syllabus of second class license and partly from the syllabus of first class license. In its work with this class the Normal School is able to approach more nearly to its true functions as a professional school. The students are led to examine academic subjects to some extent from a pedagogical standpoint rather than from that of the ordinary student.

I may add that we sometimes place in the second class certain students who do not rank with the regular students of this class. Their aim and object would properly associate them with those of the third class, but as their scholarship is somewhat more advanced their interests appear to be most effectively promoted by placing them in the second class.



**PROFESSIONAL WORK.**—The large amount of academic work of the institution leaves comparatively little time and that which is more strictly professional. On an average academic work occupies about four-fifths of class time, and professional work one-fifth. We are able, however, to some extent, to give professional bearing to academic work by our method of teaching, directing the attention of the students to the pedagogical principles illustrated in the presentation of the various subjects under consideration.

Professional work of the Institution is both theoretical and practical. The students have regular class work for the discussion of the principles of School Management. In this work they are first led to the general principles of Method and subsequently to the application of those principles to the teaching of various subjects. Students are also made acquainted with a general outline of the principles of Method and School Management. This subject is taught indirectly without text-book, as practicable, in such a manner as to show its bearing on the principles of Method and School Management. Somewhat indirectly, though by a necessity of circumstances, the discussion of the principles of Method and School Management precedes that of Psychology. Our students are required to do practical work of teaching early in the session, and as a preparation for this work they need to have some knowledge of method.

Teaching in the art of teaching is carried on in connection with the practical work, and, in higher grades of work, with classes formed of Normal School students. Our students are required to visit the Model School first as spectators of the work done by the regular teachers of these departments, and subsequently to take charge of the teaching. In this practical work, the course usually pursued is as follows: A class of Normal School students under the supervision of the Normal School Staff visits the Model School. Two or three students, to whom subjects had been assigned on the preceding day, take charge of the school in turn, while the others of the class observe what they observe in the teaching and management of the school.

After the lessons have been given, all repair to another class. The instructor in charge then calls upon the students who have taken charge to express their views in regard to the character of the work, and finally closes the exercise by giving his own criticism. The work goes on in this manner from day to day, until all the students of the class have had their turn in teaching. Meanwhile the students of the Staff have been, in the same manner, supervising the work of other classes, and when each has gone the round of his class there is a change of classes. In this way each student teaches and is supervised by different members of the faculty two or three times during the session.

**DIPLOMAS.**—We have two grades of diplomas.—These diplomas are given under certain specified conditions,—the first class diploma to students of the first class, and the second class diploma to students of the second and third classes. Six months' attendance renders students entering the Institution hold license of grade *A* or *B* eligible

for first class diploma; the same attendance renders students of the first class who hold a lower grade of license on entering and also students of the second class eligible for second class diploma. The diplomas are given on the basis of academic and professional standing shown by the record of work done throughout the session. The academic standing is found by taking the average of class recitations and written reviews on the different branches of study. The professional standing is two-fold, theoretic and practical. The first is the average of class recitation and written reviews on the pedagogical subjects discussed during the session; the second or practical standing is the combination of estimate of all the members of the faculty, and takes into account elements of character manifested by the student, as well as practical skill shown in the lessons taught.

The Normal School diploma has no value as a legal license, graduates being required to undergo examination for license in the same manner as other applicants. In this examination for license, however, Normal School graduates are exempt from the professional tests required of others.

**MODEL SCHOOL.**—The Model School has two departments, each having its own teacher. Each department includes three years' work. The arrangement is not quite satisfactory. The teachers have so many classes to provide for, that they cannot give thorough supervision to all, or find time to do the highest style of work. I would recommend the addition of a third department with a new distribution of work. I would suggest also that the lowest grade should be a modified Kindergarten, employing such Kindergarten appliances and methods as it might be found practicable to combine with the regular school work in the first year or year and a half of the course.

**NORMAL SCHOOL BUILDING.**—The Government has recently made extensive repairs and improvements on the Normal School Building. The work done includes renewal of the roof, repairing the tower, placing defective bricks in the outer walls, painting wood-work of the exterior, supplying new boiler, extension of hot-water pipes to the third floor, and painting walls and ceilings of all the class rooms and halls. The most important defect still existing is in the matter of ventilation, for the improvement of which we do not seem to have fallen upon any very satisfactory plan.

**BOARDING ACCOMMODATION.**—Our students, especially the young ladies, often experience much difficulty in obtaining suitable board accommodation. Some of them are required to go considerable distance for board, which, when the weather is unfavorable or when the streets are in bad condition, involves much discomfort and risk to health. I would strongly urge the erection of a boarding house on the Normal School grounds. After the building is erected I see no reason why such an establishment should not be self-sustaining. Accommodation of this kind is provided at Bridgewater, Massachusetts, and various other Normal Schools in the United States, which is reported to give much satisfaction to all concerned.

IONS.—During the past year the Institution has received some worthy of recognition. The students in attendance placed eight-day clock in the Assembly Hall. Miss Adelaide former student of the Institution, presented a fine portrait Dr. Forrester, and Miss Ottie A. Smith, of the Normal F, presented a portrait of Dr. Theodore H. Rand. Both are executed by the donors. Also our small museum was the addition of a crocodile brought from India by Mrs. rien, a former student, and presented by her to the

I have the honour to be,

Yours respectfully,

JOHN B. CALKIN.

ool,

N. S., Dec. 31, 1889.

STUDENTS OF SESSION OF 1888-9  
AWARDED FIRST CLASS DIPLOMAS.

	Grade of License on Entering.		
Archibald, Susie E. ....	...	Truro .....	Colchester.
Aymar Stanley .....	C	Digby .....	Digby.
Bailey, Lloyd S. ....	C	Westport .....	Digby.
Blackmore, Isabella S. ..	C	Truro .....	Colchester.
Blair, Nellie L. ....	C	Wolfville .....	Kings.
Cameron, Maggie S. ....	C	McLellan's Brook	Pictou.
Chesley, Sadie B. ....	C	Bridgetown .....	Annapolis.
Cox, Mary N. ....	C	Kingsport .....	Kings.
Fales, Alonzo C. ....	C	Margaretville ....	Annapolis.
Ford, Susie B. ....	C	Port Williams ....	Kings.
Gormley, Clarke .....	C	Hantsport .....	Hants.
Guild, Adah .....	C	Lower Stewiacke	Colchester.
Healy, Archie W. ....	...	Round Hill .....	Annapolis.
Huestis, Hannah .....	C	Yarmouth .....	Yarmouth.
Johnson, Grace .....	C	Newton Mills ....	Colchester.
Johnson, Harriet .....	C	Newton Mills ....	Colchester.
Margeson, Georgie .....	C	Margaretville ....	Annapolis.
Marshall, Emma L. ....	C	Middleton .....	Annapolis.
Matheson, Duncan C. ...	C	Sydney Mines ....	Cape Breton
Moore, Amelia .....	C	Middleton .....	Annapolis.
McCulloch, Alma .....	B	Hantsport .....	Hants.
McDonald, Maggie .....	C	Balmoral Mills ...	Colchester.
McDormand, R. M. ....	C	Round Hill .....	Annapolis.
McMahon, Hattie N. ...	C	Aylesford .....	Kings.
Orr, Sanford .....	D	Cow Bay .....	Cape Breton
Rice, Hettie .....	C	Bear River .....	Digby.
Rogers, William J. ....	C	Heatherton .....	Pictou.
Stuart, Fannie J. ....	C	Fall River .....	Halifax.
Ward, Charles W. ....	C	Nictaux Falls ....	Annapolis.
Westhaver, Evelina .....	C	Martin's Brook ...	Lunenburg
Woodman, Walter Y. ...	D	Digby .....	Digby.

## AWARDED SECOND CLASS DIPLOMAS.

	Grade of License on Entering.	
annie C. ....	D	Watervale W. River Pictou.
ristina J. ....	....	Belmont. .... Colchester.
.....	C	Harmony .... Kings.
E. ....	....	Truro .... Colchester.
na M. ....	....	Little River. .... Musquodoboit.
ert M. ....	....	Stake Road. .... Cumberland.
vinia. ....	....	Eel Brook .... Cumberland.
nnie. ....	C	Milton .... Queens.
orge S. ....	D	Wallace .... Cumberland.
nie L. ....	C	Bridgetown .... Annapolis.
a E. ....	C	Bedford .... Halifax.
E. ....	D	South Branch. .... Stewiacke.
.....	....	Truro .... Colchester.
ie L. ....	C	Maitland .... Hants.
ary M. ....	D	North West. .... Lunenburg.
fus. ....	D	Grafton .... Kings.
S. ....	D	Stellarton .... Pictou.
ie M. ....	C	Milton .... Queens.
xy R. ....	D	Poplar Hill .... Pictou.
nie A. ....	C	Wolfville. .... Kings.
h. ....	D	Hainesville .... Digby.
ie C. ....	D	Wolfville .... Kings.
M. ....	D	N. E. Margaree .... Inverness.
ie W. ....	D	Lower Cove. .... Cumberland.
ella I. ....	C	Margaretville .... Annapolis.
E. ....	C	Centre Rawdon .... Hants.
M. ....	D	Parrsboro' .... Cumberland.
ie C. ....	D	N. E. Lochaber .... Antigonish.
y E. L. ....	D	N. E. Lochaber .... Antigonish.
izzie. ....	....	Hansford. .... Cumberland.
T. ....	....	Economy Point .... Colchester.
e M. ....	....	Central Onslow .... Colchester.
e C. ....	C	Lochaber .... Antigonish.
nces. ....	C	Dartmouth .... Halifax.
zzie. ....	....	Clifton. .... Colchester.
nnie L. ....	D	Lower Onslow .... Colchester.
essa. ....	D	Lower Onslow .... Colchester.
ghlin H. ....	C	Strathlorne. .... Inverness.
istina. ....	D	Little Narrows .... Victoria.
Robert. ....	....	McPherson's Mills. .... Pictou.
e L. ....	D	Canning .... Kings.
A. ....	C	New Albany .... Annapolis.



	Grade of License on Entering.	
Parker, Lillie M.....	C	Berwick.....
Peers, Tena R.....	D	Wallace. ....
Pinckney, Mary.....	C	Chebogue .....
Ross, Martha M.....	D	Rossville, Margaree
Roy, Eva M.....	....	Margretville.....
Skerry, Ellen M.....	D	New Ross .....
Thompson, Kate B. . .	....	Bass River.....
Tuttle, Ethel A.....	....	Pugwash. ....
Vans, Mary G.....	....	Truro.....
West, Flora D.....	D	Medford. . . . .
Whiting, Annie G.....	....	N. Shore, Wallace
Wilson, Annie.....	C	Dartmouth.....

## GRADUATES OF FORMER YEARS.

rudie, II. 1888	Onslow .....	Colchester.
gina, II. 1887	Truro .....	Colchester.
Geo. H., II. 1888	Wallace Bridge.....	Cumberland.

## COURSE UNCOMPLETED.

	Grade of License on Entering.		
orothe. . . . .	....	Tusket Hill .....	Yarmouth.
a. ....	....	North Sydney .....	Cape Breton.
.....	C	Upper Stewiacke .....	Colchester.
Nina J. . . . .	D	Durham .....	Pictou.
a J. ....	....	Barney's River .....	Pictou.
.....	....	Spring Hill Junction ..	Cumberland.
a M. . . . .	....	Kennetcook Corner ....	Hants.
k F. ....	....	Union Centre .....	Antigonish.
ence M. . . . .	....	Wolfville .....	Kings.
inus W. . . . .	C	Salem .....	Yarmouth.
na .....	....	Wellington .....	Halifax.
e .....	....	Mapleton .....	Cumberland.
e M. . . . .	....	North River .....	Colchester.
e J. ....	....	Truro .....	Colchester.
ry E. . . . .	C	Durham .....	Pictou.
Cassie . . . . .	....	Truro .....	Colchester.
inlay . . . . .	....	Sunny Brae, East River.	Pictou.
ames . . . . .	....	Sunny Brae, East River.	Pictou.
net . . . . .	D	Wallace Ridge .....	Cumberland.
aline . . . . .	....	Hopewell .....	Pictou.
nnie. ....	D	Green Hill.....	Pictou.
n, Vict. J. . . . .	D	N. E. Lochaber.....	Antigonish.
eil . . . . .	B	Carriboo.....	Pictou.
ggie. ....	C	Lower Stewiacke .....	Colchester.
Orella . . . . .	....	Truro .....	Colchester.
ie B. . . . .	....	Onslow Mountain.....	Colchester.
ggie J. . . . .	....	Spring Hill Junction ...	Cumberland.
ilie . . . . .	D	Eel Brook .....	Yarmouth.
e J. ....	D	Lower Onslow .....	Colchester.
na . . . . .	....	Lower Onslow .....	Colchester.
lice L. . . . .	....	East Rawdon .....	Hants.
bel F. . . . .	C	Halifax .....	Halifax.
Richd. S. . . . .	....	Wallace Bridge.....	Cumberland.

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Total number Students enrolled.....	1
Number awarded First Class Diplomas.....	2
“ “ Second Class Diplomas ....	3
Former Graduates.....	
Number whose course is not completed.....	

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## GOVERNOR-GENERAL'S MEDALS.

## NORMAL SCHOOL.

Awarded for Essays on prescribed subjects as follows:—

Silver Medal, No. 1.—Evelina Westhaver.

Silver Medal, No. 2.—Nina E. Church.

Bronze Medal, No. 1.—Mary G. Vans.

Bronze Medal, No. 2.—Ellen M. Skerry.

## MODEL SCHOOL.

Silver Medal.—Grace Patterson.

Bronze Medal.—Lorne Allan.



YEAR.	Number of Teachers	Total number employed	Attended full course of 35 weeks.	Attended six months course.	Average time in attendance in winter term.	Received Diplomas	Salaries of Teachers	Salary of Janitor	Cost of Fuel.	Contingencies, Stationery, &c.	Total.
1888	6	158	80	40	26	80	\$4925	\$400	\$242.00	\$421.71	\$5988.71
1889	6	122	73	49	29.5	82	5040	400	222.77	451.81	6114.58

MODEL SCHOOL.

YEAR.	Number of Teachers.	PUPILS.				EXPENDITURE.			Total.
		No. registered—Winter Term.	Average daily attendance—Winter Term.	No. registered—Summer Term.	Average daily attendance—Summer Term.	Total number different Pupils registered during year.	Salaries of Teachers.	Amount received from Province.	
1888	2	108	86	103	87	124	\$ 950	\$450	\$ 950
1889	.....	116	92	114	93	135	1000	500	1000

## APPENDIX B.

## Reports of Inspectors of Schools.

## DISTRICT No. 1.—HALIFAX.

HINKLE CONDON, *Inspector*.

SIR,—

Since my last report a new section has been formed, principally among the coloured families on the Old Preston Road, where many years a school had been supported by a grant from a society in England. This will be known as the Partridge River Section, No. 1, Western District. I called the annual meeting. Trustees were elected, and as soon as a suitable house is provided, a public school will be opened. This is one of three localities in Halifax County for years school privileges have been provided by the African Society, without cost to the people, and now that the grant has been withdrawn, it is with great reluctance that the rate-payers have been induced to vote a small sum for the support of a public school. The District contains several Sections with a less amount of real property and a smaller school-going population, in which for years public schools have been regularly, and in some cases efficiently maintained.

There has also been organized and opened a school, for the first time among the coloured inhabitants on the old "Cobequid Road." This will give us 131 working Sections for District No. 1.

Schools for the summer term in Beech Hill, African, Cobequid and Lucas Sections—all colored—were possible only through the issue of Permissive Licenses. The teachers secured were tolerably competent, but training and experience could nowhere find a fairer field for exercise than among these poor and neglected children.

All the sections in the rural, or we might call it, the Musquodchuic District, (23,) have had schools in some portion of the year. All (39) Sections in the Eastern District, extending from Musquodchuic Harbour to Ecum Secum, except Mushaboon, and in the Western District but Lower Prospect, Harrietsfield, Maroon Hill, and Lake Loon.

The following Sections had no school in the Winter term:—Harbour, Hackett's Cove, West Dover, Lower Prospect, Harrietsfield

s, Maroon Hill, Beaver Bank Station, Grand Lake, Lake  
Island, Middle Lake Porter, Lower Sackville, Murphy's  
Harbour Road, Hutchinson and McKenzie. (19.)

ing had none in Summer : Indian Harbour, Peggy's Cove,  
ct, Ketch Harbour, Portuguese Cove, Maroon Hill, Lake  
n Road, Mineville, Pleasant Point, Upper Sackville,  
ober Island and Beaver Harbour. (14.)

s in session, Winter Term, 1888.....	120
" " 1889.....	128
Increase.....	8
" Summer Term, 1888.....	136
" " 1889.....	136
registered, Winter Term, 1888.....	5225
" " 1889.....	5269
Increase.....	44
" Summer Term, 1888.....	5576
" " 1889.....	5509
Decrease.....	67
different pupils during the year.....	6862
ays' attendance, Winter Term, 1888.....	340536
" " 1889.....	342583
Increase.....	2047
" Summer Term, 1888.....	329375
" " 1889.....	346576
Increase.....	17201

dance for the Winter term in many of the Schools was  
ected by the prevalence of whooping-cough and measles,  
having been closed by medical advice. Portuguese Cove  
t in session for 26 days.

ncial Association was attended by 50 of our County  
would give me great pleasure if a District Association  
ed in the County, but as you are aware District No. I.  
Hubbards' Cove to Ecum Secum, a distance of 150 miles  
ic Coast. In the Rural District only could 20 teachers  
y gathered together. Of the 23 Schools in Musquodoboit,  
ented at the Provincial Association in Truro.

3 teachers engaged in the Winter term, 40 hold Normal  
as and of the 139 in the Summer, 41.

ues for Classification, School Work, Order, &c. :

erior .....	16
d.....	47
.....	41
r.....	10
y Poor .....	5

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Summer.—Superior.....	18
Good.....	52
Fair.....	43
Poor.....	10
Very Poor.....	6

In my estimates I have taken into consideration the previous condition of the schools and the circumstances of the sections. With exceptions the good and superior teachers were trained in our Normal School. Organization is the weak point of inexperienced and untrained teachers. They may give a single class lesson, so as to interest pupils, but they are often at fault when they attempt to arrange a Time Table for small schools, so as to secure continuous and profitable employment for each child.

### CITY SCHOOLS.

In my visits to these schools, during the last year I have taken special note of the singing, now taught by the Tonic-Sol-Fa method, and have been truly surprised at the results. Instruction has been given by teachers skilled in music and by some who had but a slight knowledge of it; in all cases the children were interested and evidently learning not only to sing by rote, but also to read intelligently by this notation. Much may be hoped for from this method in our Country Schools, where, hitherto, singing has been almost entirely neglected. As an important part of physical culture and as an aid to discipline and moral development the value of vocal music in our schools can scarcely be over estimated. The course in *Calisthenics* taken by the teachers has not only fitted them to give their pupils physical drill more intelligently but has also shown them, in many ways, its importance as a part of education. Modelling in clay, painting with tablets and sticks, and other exercises borrowed from the Kindergarten are not only of great service in Primary Schools as furnishing a pleasant variety in school life, but they also, by the careful observation and handling demanded, prepare the children for the study of Science and Drawing.

The outlook for the city schools is very encouraging. Progress is in the air, and our teachers, catching the spirit of their indefatigable Supervisor, eagerly avail themselves of all opportunities offered for intellectual improvement.

Allow me here to mention the great pleasure I have experienced in seeing the coloured children in some of our best schools in Halifax, successfully pursuing their studies, behaving with all propriety, and receiving kindly consideration in the class-room and on the playground. This is truly satisfactory.

## DARTMOUTH SCHOOLS.

ree Kindergarten in connection with the public schools  
 e Provinces was opened in May in Dartmouth under the  
 Miss Hamilton, a graduate of the Truro Kindergarten.  
 e opposition at first, it is winning its way to the popular  
 appy and natural methods. It was with pleasure that  
 epartment, as a part of my official work. I only hope  
 see a Kindergarten department attached to all of our  
 s, and its principles and methods skilfully applied to  
 ades in *all* of our schools.

Respectfully submitted

H. CONDON.

, Esq., LL. D.,

rintendent of Education.

## DISTRICT No. 2.—LUNENBURG AND QUEENS.

THOMAS R. PATILLO, A. M., *Inspector*.

nce with the requirements of the law, I forward a  
 al work in District, No. 2, for the year ended October  
 ich on examination will be found to compare favourably  
 recent years. The status of the County Academies is  
 rself through personal inspection. The work done in  
 he larger graded schools generally has been of a high  
 ny of the miscellaneous schools, too, creditable progress  
 e and a more than respectable standard of excellence at-

iced with pleasure in not a few schools marked improve-  
 methods of teaching and organizing classes. The instruc-  
 been at once fuller and more thorough, and the teacher  
 t power for good, not only in informing the mind but in  
 moral character.

of inferior character are still too numerous, it is largely  
 t that so many teachers have been without any special  
 heir responsible profession. I therefore highly approve of  
 ken by the School Board of the Town of Lunenburg  
 after all teachers engaged by the Board are to be holders  
 Normal School Certificates and of Provincial Licenses not  
 Second Class (Grade C.) Supplementary to this, the  
 to untrained teachers now in its employ permission to  
 ved substitutes, while themselves taking a course at  
 l Normal school. Were there such a legislation of a  
 aracter even as regards graded schools alone, the impulse  
 professional aspirations of teachers would be most marked.



Of the teachers from Lunenburg County attending the Normal School last session, two, Miss Evelina Westhaver and Miss Helen Skerry, were the winners respectively of the Governor General's Gold and Bronze Medals. Mr. H. L. Cook of the same County, winner of the Governor General's Silver Medal in 1888, secured at the last session of the School of Agriculture a special Agricultural diploma, and the Government prizes of fifty dollars, offered to graduates, for his graduating essay on "the Culture of the Strawberry" was spoken of in most complimentary terms.

At the Teachers' Examination in July, there were 43 candidates for Grade C, and 26 for Grade D, at the Lunenburg Station; at Liverpool, 5 candidates for Grade B, 28 for Grade C, and 6 for D. The results of the licenses were as follows:—at Lunenburg 10 C's and 26 D's; at Liverpool, 17 C's and 11 D's. Jessie Freeman of Greenfield, Queen's County, candidate for Grade C, made the highest average in the District, 68.5, and has the honor of standing fourth in the Provincial list for that grade. The candidates prepared by that veteran teacher, Nicholas Smith, of the Liverpool Academy, achieved the success of 7 out of 9 pupils of that Institution, out of 9 Candidates, 7 have obtained Second Class (Grade C); and 2 Third Class (Grade D) licenses. The four applicants for Grade C license from the Milton High School were all successful, each with an average of upwards of 60, a tribute to the efficiency and skill of the Principal, Mr. J. W. Smith. The candidates from the Bridgewater High School were also very successful.

Arbor Day was profitably observed in an increased number of schools. Many ornamental trees were planted, and in some cases the school grounds were levelled and beautified. To a considerable extent, however "Arbor Day" efforts are rendered fruitless by failure to properly enclose the school house plot. I have spent much time in seeking to secure this enclosure in all cases, but by not a few trustees who are ranked among the *non-essentials*.

During the year seven sections were obliged to apply to me for special Annual Meetings owing to the failure of trustees for various reasons to summon the rate payers at the date fixed by law. Some inconvenience has also been experienced from want of attention to the requirement of law, that copies of minutes of annual School Meetings shall be promptly lodged with the Inspector. Yet I have been pleased to observe that as a rule the trustees throughout the District have been increasingly attentive to the important duties assigned them.

Noteworthy and extensive improvements have been effected during the past year. New school houses have been built at West Dunstan, Stanley, Gully, Indian Path, Whiteburn Mines and Molega. Major enlargements and improvements, some of them of an extensive character, have been made in the buildings at Newtown, (Lunenburg), St. Brookfield, Milton, Five Houses, Middle South, Lower South, Lower Northfield, Second Peninsula (Lower), Sweetland, Upper Cornwallis, Midville. At Bridgewater, the interior of the buildings has been handsomely decorated and sanitary improvements effected. A new school

ed in the northern part of the section, making the seventh  
now in operation. Increased attention has been paid  
the District to the important matter of out-buildings.

Improvements contemplated in the near future may be  
the providing of an additional department at Lunenburg for  
accommodation of the primary pupils, and such an enlarge-  
school buildings at Mahone Bay as will accommodate the  
rising number of pupils in that section. Very considerable  
y have also been voted to enlarge or improve the school  
large number of other sections in both Counties. Among  
and well-fitted school houses of the District may be  
at at Molega Mines, the interior walls and ceilings being  
panels of native spruce oiled and varnished, and the furni-  
keeping with the general character of the building. The  
the locality is however, growing with such rapidity that  
ations are already severely taxed.

ference to the growth of education within the District  
period of my inspectorate may not be out of place.

	1880.	1889.
Schools.....	163	226
Enrolled.....	8373	10374
Total, Days attendance	799575	958987

the above period, 71 new school houses have been erected,  
been either enlarged or extensively repaired. In scores  
as, the old fashioned long desks, with seats without backs,  
planted by patent desks comfortable chairs.

sections of the district, save one, regular school organiza-  
effected, and everywhere save at Gold River, where  
been some what complicated by a dispute regarding  
the educational machinery is working without friction.  
at this state of things has entailed much labor and travel  
what is involved in the ordinary visitation of schools.  
ns are located on islands, at an average distance of four  
mainland, and six of these have been organized during  
office.

I have the honor to be,

Your obedient servant,

T. R. PATTILLO.

ON, Esq., LL.D.,  
tendent of Education.

## DISTRICT No. 3.—YARMOUTH AND SHELBURNE

JAMES H. MUNRO, *Inspector.*

SIR,—

I beg to lay before you a summary of the work of the past year. The ratepayers of Lower East Pubnico, were informed at too late a date that the Council of Public Instruction had confirmed the division of their school section into two new sections, to organize two new schools. Consequently no change was made for the year. At the last annual meeting, money was voted to build new school-houses. Now work has begun with the enthusiasm which foretells success. In both sections are growing communities, they will make preparation at once for graded Schools. The new section at Brazil Lake, was in a similar situation. As the men who have the management of the new section, are earnest and enterprising, I expect to see next spring a handsome and well-equipped school. Two sections organized, and two new schools for the first time—Mud Islands and Greenville. Mud Islands are an appendage of the Municipality of Argyle, separated from the mainland by a belt of the ocean, nine or ten miles wide. The applicability of the school law to the circumstances of the people in various situations and pursuits, has here a noticeable illustration. For weeks, often for months, from communication with the mainland, the young people enjoy at their island home the educational advantages which are regarded as the heritage of Nova Scotians. Far, the wisdom of setting off Greenville as a separate section has been justified. For the first time in their life, the coloured children have the advantage of attending a good school, though only for a part of the year. Mr. R. Osgood Morse was just the man to take hold of the matter and found there. I spent two hours in the school, and was much pleased with the progress shown. No one could fail to notice that the instruction imparted had reached the understanding of the pupils.

The work of repairing old buildings and of constructing new ones goes on apace. Pembroke has erected a new school-house. Anticipating the time when a graded school will be a necessity in this section, the ratepayers made provision for it by constructing two apartments on one flat. The occupied room is large and airy, and is furnished with patent desks. For the first time, East River (Antigonish) owns a school-house. It is neat and well-built, and had it not been for the perverse conduct of the Secretary of Trustees, it would have been equipped with modern furniture. The school kept during the summer term gave general satisfaction.

In Lower Woods Harbor, the erection of a splendid school-house does great credit to the people. I have not seen it since its completion, but those who have, speak of it as the finest in the municipal district of Barrington. I believe it is in the programme to put the out-building on the grounds in first-class condition. I hope the present may be a turning point, in some respects, in the history of this section. Experi-



re said that they had seen nowhere cleverer pupils, but regularity of attendance was so disheartening that they gave attention for no other cause. My observation confirms this. At my last visit I saw more boys loitering on the road but none from the school than I counted in the advanced department. It is a shame that in a section which constantly maintains its reputation, there should be parents so neglectful of the best interests of their children! It is a sight to see young lads in this section of them not 12 years old, manage a boat in a smart gale, bringing in the products of the sea. The exclamation is natural: material for Her Majesty's navy!

regro will have its new building ready for occupation beginning of the summer term. Externally it shows the good work of the Trustee and Secretary, Mr. Daniel Matheson. Patent furniture has been ordered from Stephen & Son, Halifax.

in Bay, a shabby old house has given place to a new one, furnished and supplied with the best style of furniture. This is due much to Mr. William McLure, for his untiring devotion as Secretary of Trustees.

protracted contention, the difficulty among the ratepayers of the town in regard to a site was settled. The new school-house is now in time to be available for the second half of the year. The trustees have generously provided funds for its equipment. With the aid of the Middle Clyde school-house, which will be ready for use in the spring, Barrington Municipality will have a school-house in every section. Manning Cove, Powers Brook, and Roseway have been informed that their old buildings can be occupied no longer.

It would be tedious to enumerate all the sections that made repairs, and supplied improved furniture. Fort LaTour is prominent in these respects. The day is not distant when the new school-room in Yarmouth County will present a neat and attractive appearance. In effecting these changes, I acknowledge the co-operation of the two Boards of Commissioners for North and Argyle—who stood firmly by me when insisting on much-needed reforms. In Shelburne Municipality, several sections were condemned by the Commissioners at their last meeting. This Board is composed of men who mean what they say, and a general renovation may be expected. I am eagerly looking for the time when every section in District No. 3., will have its share of improvements.

Morris Island is the only section in Yarmouth County where no repairs have been made. In Shelburne there are four, Enson, McNuts Island, and Granite Village. The latter contains only two families. In this section I have a complaint to make against trustees and their tendency to leave repairs incomplete. When the main house is repaired, the out-buildings are often neglected, and the doors are attended to, the doors are left without locks. It is a pity to find a good shed for fuel in the vicinity of the school. The other day when standing at the boys' entrance to a school, I

noticed that all the small boys placed their stomach on the sill, then tossing their heels in the air, with a few violent jerks moved the centre of gravity far enough into the lobby to get up on their feet again. A few feet of boards in the shape of a platform would have saved so much effort and destruction of clothing.

The following figures show the attendance &c., for the year:

#### YARMOUTH COUNTY.

	Schools in operation.	Pupils registered.	No. daily present.	Days' attendance.	No. different pupils during year.	Proportion of population at school.	No. of children, from
Winter Term.....	102	4453	2946	315544	5123	1/4 nearly	7
Summer " .....	102	4355	2910	300640			8

#### SHELBURNE COUNTY.

Winter Term.....	74	3160	1940	213180	3661	1/4 nearly	4
Summer " .....	76	3021	2129	207822			4

These figures show more days' attendance in Yarmouth County than for the previous year. Shelburne in these respects falls a little below the past year. In the winter there were eight vacant schools in this county, four of which are in small sections which rarely have a school. In one or two other sections, the school-house was improved and supplied with new furniture. In the other an excellent school-house was built. In the summer term every section had school accommodation had its school in operation, save Cape New Island, Enslow's Point, and Big Port L'Herbert. In Yarmouth there were only two sections without schools the whole year, Morris Island and Somerville. In Shelburne there were four.

I think I am correct in stating that there is a small improvement regards regularity of attendance. Still I hear bitter complaints on this head from teachers, and from ratepayers who have no direct interest in the schools. The latter say that the law is one-sided, while it compels them to support schools, it does not compel those whose benefit they are established to make use of them. Resolutions have been passed at annual meetings to adopt the compulsory clause of the Act. The result was that better attendance was made until it became evident that there was no real intention to enforce the law. In several sections, the clause was brought before the last annual meeting. In most cases it was rejected, probably because the rate payers considered its enforcement impracticable.

After all, neglect of the school has its penalty. In a section where there has been an open school for twenty years, I am informed there are young men who cannot write a legible hand. My informant added that their wives would not hear from them during an absence of 7 or 8 months of the year if some friendly hand did not pen a letter for them. Nowhere else do people show such folly. To take revenge on the teacher for some trivial matter, or to annoy the trustees, or it may be as a declaration of war against the whole section, children are jerked out of school and kept at home. Does it never occur to these parents that with the growth of age their children may some day ask them if it was right, merely to gratify spiteful feelings, to make them bear the penalty of ignorance through their whole life? The school returns show that there is a large number of children in the town of Yarmouth who do not attend school. Indeed the present accommodation is not sufficiently ample for all. It is barely sufficient for the present attendance. Now that the town is one school section and that the four boards of trustees are amalgamated and well organized, immediate attention will likely be given to this important matter. Strangers visiting Yarmouth often remark on the absence of the squalid dwellings which are blots on populous places. The new arrangement, it is hoped, will make just as conspicuous the absence of waifs from streets and lanes, and wharves. When the schools have gathered in for five hours per day the two hundred arabs of the streets, the authorities will add new lustre to the reputation of this good town.

The course of study is working its way more and more into favour. I often hear teachers express surprise that they were ever able to teach without it. On visiting a school, my practice is to ascertain the grades and the numbers in them from the pupils themselves. Mistakes, which give much trouble, are frequently made at transferences. Pupils are promoted whose attainments do not warrant the change. Some teachers seem to regard a mere transference to a higher grade as a show of progress. If they understood their business better, they would know that a full and ready knowledge of each subject, however low the grade, is the only satisfactory test of progress and of good teaching. It is remarkable how much some persons who never taught a day, know about grading schools. They would not keep a pupil back because he spells badly, or because he is very deficient in the fundamental rules of arithmetic, or because he has been too lazy to study his geography or history. The boy *wants* promotion—then promote him! The difference between the parent and the law is this: The parent, looking only at the present, considers deficiency in a single subject a small matter for a child. The law foresees the citizen in the child, and insures for him now a complete equipment for whatever course of life he may hereafter elect to pursue.

In my visits to the schools during the year, I saw evidences of progress. Teachers are acquiring clearer views of the end to be accomplished by them as *teachers*, and learning better methods of imparting instruction. Books are not so often seen in their hands when engaged with classes. I make a suggestion, which I think is worthy of consideration: The council of Public Instruction should issue a regulation



disallowing the use of books by teachers during class-work, except when pupils are reading and writing to dictation. Teachers fail to take their proper position, when obliged to depend for every question asked and answered given on the books they hold in their hands. The two—the teacher and the pupil—the latter, in appearance at least, has the most thorough knowledge of the subject. With this regulation in force, teachers would review at home the studies of the following day, and would use the lessons as instruments for the development of their pupils' minds.

Space will not allow me to refer to schools individually. I prefer to take them in groups. In the town of Yarmouth, the subjects embrace all the requirements of the Course of Study. If you could extend your time when visiting the Academy, so as to pay a short visit to the subordinate departments of the schools, I am sure you would be gratified with the management and its results. At Pubnico Harbour there are well taught schools.

The one at the Head is a good specimen of a graded school of three departments. My visits to Stony Island and Clark's Harbour schools in the winter term were very satisfactory. The latter is the best school in the municipality with three departments. The Principal, Miss J. Hopkins, is an excellent teacher. Whoever is the examiner, her pupils do good work. The register shows that the Trustees are frequent visitors. I can speak favourably of the schools at Barrington Harbour. The fine singing one hears is a marked feature. This is not so much due to the schools, as to the fact that Barrington has exceptional advantages for the cultivation of music. In every social circle the influence of Mr. Arnold Doane as a Professor of Music is felt. Under the administration of Mr. D. Stewart, the Shelburne schools stand on a level with the best in my district. I am always pleased with my visits to Lockeport school. Mr. Simeon Kempton has brought the music department up to a high mark of efficiency. The high school stands side by side with the Academies. Farther east I sometimes find a good school, though small. At Little Harbour, though no pupils have advanced beyond the sixth grade, good work indicated the character of the teaching. At Osborne, Lewis Head, West Sable and Sable, the schools are generally maintained. The list of good schools is far from being exhausted. I do not wish to disguise the fact that there are some very poor ones in my district. In the French schools wonderful progress has been made in acquiring English. Three years ago at Abrams River there was not a scholar whose English was intelligible. Now pupils speak English readily, and express the substance of their lessons in a way which leaves no doubt that they understand what they read. The same remark applies to Lower Eel Brook and other sections. In the advanced department of Upper Eel Brook, the reading is usually good. The tone of the senior pupils is almost purely English. Much attention is also given to drawing. One of the pupils at the examination received a Grade C license with an average above 60.

I am happy to be able to state that the standard of reading excites a higher estimate of its importance. Natural grouping of words, and

per places, suitable tones for explanatory clauses, and voice characteristics of the reading in good schools. These points were fully brought out in the advanced department of the Normal School at N. E. Harbour. I was the only one who had heard good reading in that department last summer.

Changes have taken place in two Boards of School Commissioners, Barrington and Argyle. Rev. William H. Richan has been removed from the latter county. Mr. Richan was long connected with the service. For several years he taught the Grammar School at Barrington. Subsequently he was Inspector of Schools for the County of Shelburne. When, owing to the pressure of pastoral duties, he resigned the inspectorship, he was appointed to the Board of School Commissioners for Barrington. A man of good judgment, public-spirited, conscientious in his opinions, he was a valuable member of the Board. His place cannot be filled with a better man. At the death of Mr. Richan the sincere sympathy of his friends. Three of his sons, Mr. Ernest Richan attended the Normal School for the winter when returning from his school at Port La Tour he contracted pleurisy, which permanently impaired his health. He died. Rev. J. H. Borden and Rev. L. H. Siddall were appointed to the Board for a short time. Both have left the service.

Rev. Father Parker was an active member of the Board. He took a deep interest in all matters that came before the Board. He likewise gave much attention to the schools in his diocese. In his professional duties allowed him, I had his presence at my visitations to the Wedge schools. His removal, from the Board, was a loss to the people. His kindness and helpfulness will not soon be forgotten.

Female teachers have left the service, not for the States this year. The state in which woman fulfils her destiny. A person who has been married for many years informs me that a dozen or so have renounced the ferule and taken to house-keeping. In several years and won the reputation of being excellent teachers. *ante felices et amplius*. In the same way, the only male teacher in the counties of Yarmouth and Shelburne

has resigned. I had hoped that I would be able to overtake all the schools in the County of Shelburne. In Shelburne County all were visited except two. The schools were not in session at the time of my intended visit. In the month of October, my visitations were brought to a sudden close by the attack of pleurisy. The unvisited schools will have my attention as soon as possible.

With assurances of much respect,

I have the honour to remain,

Yours very truly,

JAMES H. MUNRO.

WILLIAM L. LISON, ESQ., LL.D.,  
Superintendent of Education.

## DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR:—

As required by law I beg leave to submit the following brief report on the state of the public schools of Inspectoral District No. 4, for the year ended Oct. 31st, A. D. 1889.

No new sections were formed during the year, consequently the number of sections remains *one hundred and eighty-five* as last reported. These sections are all regularly organized under the law, except Brooklyn East, McGill, Stoddart and Beaconsfield Sections in Annapolis County, and McBride and Easton Sections in the County of Digby. The very limited number of rate-payers and children renders it nearly impossible to maintain schools in these sections. The number of sections having no schools during the year was *nineteen*.

The number of schools in session during the Winter Term was *hundred and ninety-three*, and during the Summer Term *two hundred and two*. The corresponding numbers for the preceding year were *hundred and ninety-three* and *two hundred and nine*.

During the year *fifty-seven* sections were classed as "poor sections" and as such were entitled to receive extra aid from the public funds. *Twenty-nine* of these sections were in Annapolis County, and *twenty-eight* in Digby County. These numbers include, with one or two exceptions, all the sections mentioned above as having had no schools during the year.

The school accommodation is gradually improving. The seating capacity of the school houses throughout the District is in the aggregate greater than the number of pupils to be accommodated. A few sections are, however, deficient in this respect, among which may be mentioned Saulnierville, Meteghan River, Meteghan, Mavillette and Concessions Sections in Municipality of Clare. In the case of Meteghan River Concessions Sections, the school houses have been condemned—condemnations to take effect on Oct. 31st, A. D. 1890. The intervention of the Commissioners must be asked in the other cases named at an early date.

New school houses have been erected during the year, in G. Mountain, Middleton and Lake View Sections in Annapolis County, and in Doucette Section in Digby County. Middleton Section, which has hitherto sustained a miscellaneous school, has erected and furnished a fine building for a graded school of two departments, at a cost of *one thousand eight hundred dollars*. The new building is more centrally located than the old one, and is more in keeping with the requirements.



driving village. Extensive repairs have been made in the  
 ses of a few other sections,—notably in that of New Caledonia

new exceptions the schools are provided with ball-frames, wall-  
 ing manuals and other books, recommended as aids for the  
 Dictionaries, globes and gazetteers are not to be found in many  
 ols, and in some cases the supply of maps and black-boards is  
 . The attention of Trustees has been called to these defects  
 pment of their schools, with but little practical result. To  
 mprovement in this regard it is essential that Inspectors be  
 h more clearly defined powers to enable them to supply articles  
 o compel Trustees to do so.

achers,—due allowance being made for the inexperience and  
 ning on the part of some—have performed their work with  
 . It is noticeable, however, that Normal trained teachers are,  
 more successful than those who have not had such training,  
 ne more intelligent trustees are desirous of securing such  
 This fact is becoming apparent to those aspiring to the teach-  
 ion. The pecuniary inducements, however, under existing  
 are so small as to deter many from undergoing the course of  
 necessary for the successful prosecution of their work. Some  
 iary inducements should be offered to those who obtain a  
 ool training, or some scheme should be devised making such  
 ompulsory on all. Such a course would raise the status of  
 s, and would ensure the accomplishment of much more  
 d successful work in the schools.

ogress has been made during the year. Some schools have  
 that efficiency which should be attained, in consequence of  
 ience or incompetence of the teachers, coupled with unsuitable  
 n the school room. A high state of efficiency characterized  
 these latter cases the result attained is largely to be attributed  
 ng, natural capacity and enthusiasm of the teachers. Where  
 ions exist there will be little cause to complain of apathy and  
 on the part of parents, or inattention and carelessness among  
 It is evident that failure in the school room can be traced  
 es to want of enthusiasm and lack of training on the part  
 er. The well directed efforts of teachers are however, often  
 y want of apparatus, and by irregularity in the attendance

ring to the statistical tables for years past it will be found  
 an one half of the teachers change their situations at the  
 term. Such a course of procedure must retard the progress  
 , while at the same time it is a source of inconvenience to  
 themselves. Under existing circumstances the work of the  
 n is interrupted by the vacation, and by the fact that schools  
 ry districts are much depleted for about two weeks immedi-  
 and for about the same period immediately *after* vacation

by the children being kept at home to pick berries or to assist the parents in other ways at that busy season of the year. It would seem for these reasons, and for others which could be mentioned, that the school year should consist of one long term, instead of two as at present with one long vacation in midsummer. A short intermission at Christmas holidays could be given, at which time, or a month later, a school return could be prepared on which to base a division of Government and County grants for the first part of the term, leaving the general return for the whole term until the close of the school year. By this means the evils resulting from too frequent changes of teachers would be largely obviated, and it is hoped a more regular attendance at school during the summer season secured. A scheme of that nature is advocated by some who have considered the matter, and it is claimed that more and better work would be accomplished in the schools under such a system.

The attendance at school remains nearly the same as on previous years. *One thousand four hundred and eighty-one* children between five and fifteen years of age are reported not at school in sections having schools during the winter term. The corresponding number for the summer term is *one thousand two hundred and six*. For the winter term the percentage of enrolled pupils daily present for time in session was 59.6, giving a percentage of 57.2 for full term. In the summer term the like percentages for time in session and for full term was 60.1 and 58.9 respectively. The proportion of the population at school during some portion of the year was *one in four and twenty-five hundredths*. In view of these pertinent facts it seems necessary that some measure should be devised by means of which more regularity in attendance could be secured on the part of those whose names are upon the register, and the enrolment and attendance of those reported not at school enforced. The optional compulsory attendance clauses of the law now upon the statute book, are very rarely submitted to the ratepayers at the annual meetings for adoption. Some general compulsory law should be enacted, which will not need the sanction of ratepayers and which at the same time will impose unnecessary hardship upon none.

The French schools of this District are in general quite elementary. Very few of the pupils attending these schools advance beyond the sixth grade. The teachers with very few exceptions hold Grade D licenses, and there are not enough of these to supply the schools. Permissive licenses must be issued each term in order that the supply of teachers may equal the demand. The result of this course of procedure is to keep these schools in a less efficient state than could be desired. Some means should be devised to insure a higher standard of scholastic attainment among the teachers of these schools. Those holding permissive licenses, often fail to pass the standard of examination for Grade D, and in some cases the average of marks made is very low. These teachers have been repeatedly urged to take a course of study in a more advanced school than their own sections afford, but without result. Perhaps it would



to refuse to re-issue permissive licenses to those who fail to subscribed average on a Grade D syllabus. By this means they induced to devote more time to preparation for examination, and schools where more satisfactory results will crown thier

course of study has been followed more or less closely in all. Where failure has occurred in its successful adoption, it has been caused by inexperience or incapacity on the part of the teacher. The oral lessons, over which some teachers stumble, can be given if a portion of their leisure time was devoted to preparatory work. It is claimed that a revision of the course has become necessary and such changes made as have been dictated by experience. Harmony between the syllabus of examination for teachers' licenses and the course of study would evidently result beneficially in those schools in which candidates are prepared for examination.

The Teachers' Association met in annual session at Annapolis Royal on the 19th and 20th days of September. A fair representation of the teachers of the district was present. The programme presented included "Proper Incentives to Study," by Mr. W. C. Parker; "The Moral Influence of the Teacher," by Mr. M. H. Clarke; "The Moral Influence of the Teacher," by Miss Bella Wiswall; and "The Best Method of Teaching History," by Mr. John A. Smith. In addition Miss Sophia R. Jackson gave a model lesson on the "Rocks of the District" to pupils of Grades III and IV; Miss Janie A. Hamilton gave a kindergarten lesson to pupils of Grades I and II; and Miss Maryburn read a paper on "Industrial Drawing," illustrated by a model lesson. The discussions which followed the various papers were practical and were participated in promptly by many teachers. A communication from the W. C. T. U. of Annapolis District of temperance teaching in the schools, was read, and a resolution of sympathy therewith received the unanimous approval of all. The work of the Association was not dependent upon outside aid. It may be said to have been highly successful.

The County Academies at Annapolis and Digby have been in successful operation during the year under the principalship of W. M. Smith and J. A. Smith, Esquires, respectively. As you have made a personal examination of the work done at those institutions as required by law, it will not be necessary for me to report in reference thereto at length. Suffice it to say that excellent work has been done in both during the year.

On account of an attack of pneumonia at the end of March last I was unable to inspect all the schools during the winter term. With the exception of two or three which were closed during my tour of inspection in their vicinity, all were visited during the summer term. It is a large number of schools to be inspected each term and the compar-

atively short time available for such work, make it necessary to spend less time in each school than is requisite to ensure a thorough examination of the work performed. This furnishes another argument in favor of the one term system.

With assurances of my appreciation of your uniform courtesy,  
I have the honor to be, Sir,

Your obedient servant,

L. S. MORSE

DAVID ALLISON Esq., LL. D.,  
*Superintendent of Education.*

#### DISTRICT No. 5—KINGS AND HANTS.

COLIN W. ROSCOE, A. M., *Inspector.*

SIR,—

In addition to Monthly Abstracts of Inspectoral work forwarded you, I beg to respectfully call your attention to the Statistical Tables now sent, and submit my general report of school operations in Counties of Hants and Kings, for the year ended Oct. 31st, 1889.

I have made 445 official visits during the year. These do not include a number of visits to settle small difficulties or give direction to trustees and teachers in special matters needing attention.

Some schools, on account of not having opened at the time, or having closed before the time of my Inspectoral tour, were visited but once during the year. Others were closed for special reasons—such as funerals in the section—for the day and thus were not inspected. The time at my disposal will not warrant me in making more than one tour, per term, through the various sections.

The work of inspection, in keeping alive schools in weak sections, in stimulating discouraged teachers, and generally in holding together and keeping in line the forces that operate for the well being of the schools, while not accomplishing all the Inspector desires, is producing good results. The examination of pupils by the Inspector often discovers the weak as well as the strong points in the teacher's work. Knowing these, the teacher of honest purpose will lend his energies to the task of making his work complete.

*Schools.*—The following tables, so far as numbers are concerned, will afford at a glance a pretty good idea of the operations of the schools for the year.

The general faithfulness of the teachers and trustees has been commendable. I have a number of teachers, whose work, will, I believe not suffer in comparison with similar work done in the best schools of the Province. I regret very much that trustees are not in a position, financially, to say to me more frequently than they do, point out the best teacher for our school and we will engage him.

The schools are what we make them and a determination on the part of sections to engage only those who have proved themselves to possess tact and ability for the work will give us the schools needed.

Good substantial progress has been made in most of the schools.

A reference to the table below will show that large a majority of the teachers are females. Of those in Grade B, 15 were female in winter, and 18, in summer.

The male teachers in summer are largely from the ranks of college students. They teach on small salaries and thus prevent many from following teaching as a profession; but they afford to the advanced schools a good opportunity for the older pupils to prepare for courses of study in the high schools and colleges. The expense of this preparation is small compared with that incurred in sending pupils from home, while the home influence is of great advantage.

#### WINTER TERM.

	No. Schools.	No Teachers	No. Pupils.	Attendance.
Hants .....	116	116	4600	302107
Kings .....	115	117	4515	268847
Total .....	231	233	9115	570954

#### SUMMER TERM.

Hants .....	122	127	4861	289892
Kings .....	117	120	4294	243028
Total .....	239	247	9155	532920

#### TEACHERS—WINTER TERM.

Grade.	A	B	C	D	Male.	Female.	Total.
Hants .....	2	16	74	24	28	88	116
Kings .....	1	22	62	30	36	79	115
Total .....	3	38	136	54	64	167	231

## SUMMER TERM.

Hants .....	3	16	80	40	26	101	127
Kings .....	1	22	57	36	19	101	120
Total .....	4	38	137	68	45	202	247

The number of different pupils registered during the year, 11276, or 1 in 4.1 of the population. Nearly 6000 have had "Lessons on Nature" in some form, and in my opinion, the time spent in teaching these produces more development in the minds of the pupils than an equal amount of time spent in teaching any of the book lessons. The book lessons are taught orally.

3429 received lessons on Temperance and 4441 on Health. All pupils receive instruction in Reading, Spelling and Arithmetic, except a few in grade one who do not spell, and some in the High School Course do not have much drill in Reading. Reading should be taught as well as pupils attend school, and in the higher grades, much attention should be given to expression. It is a lamentable fact that many poor readers are found in the High Schools. This should be remedied.

*Language* receives *some* attention in most of the schools, and *more* attention in a few schools. Many teachers make nothing more of it than a sort of memorizing of technical terms, culled from the grammar, which the teachers repeat till the pupils have learned them. This exercise treated in this way is as meaningless as Hebrew; and about as profitable to the children. I am pleased to report that the number of *endeavour* and *succeed* in teaching the child to express its thoughts in well-chosen words, formed into good sentences, is on the increase. Treated so as to lead the child to discover the force and meaning of the words made use of, the sentence in its parts and their relation to each other, and the use of simple language in expressing thought, the exercise becomes a treat in which children delight. There is great need of more work of the latter kind and less of the former, in the schools under my supervision.

Grammar, I do not want to see pupils studying, until they have learned thoroughly and well drilled in the simple language lessons. Grade 1 quite soon enough to begin this study; and not much harm would result from not beginning till pupils enter grade 8, provided their language exercise be continued with sufficient skill and interest.

Geography and History come in for their full share of time. I think too much time is spent upon the study of History from a text-book. If treated orally as directed in the Course of study, until the pupil's mind is sufficiently matured to comprehend the language of the text-book it will be found much less irksome than now, and not so tedious and drudgery as to be hated by so many pupils.

of pupils who received instruction in Drawing was 3581.

**Examinations.**—As a rule the teachers are particular to be enjoined by law:—"To have during or at the end of a public examination of the schools under their charge." He desires to attend to and discharge all his school duties and is quite willing to prepare his pupils by a careful review of work, for a public examination. Such an examination brings notice and gives parents and visitors an opportunity to see for themselves, as to the manner in which it is conducted; and of-  
fense is much increased. In winter 207 schools held the exam-  
ination, 26 closed without them; and in summer 208 reported  
to have held while 31 reported none. The reasons given for the  
failure of duty were varied, such as:—"Sickness of Pupils,"  
"Teachers," "Small Attendance," "Falling off of Atten-  
dants." One gave as a reason;—"owing to circumstances,"—a  
reason as convincing as the old woman's "cause." I am of opinion  
that the reason school duties not well attended to, school not  
well examined, might be assigned.

It would in no case excuse the teachers in their employ from  
being reprimanded for good and indisputable reasons.

**Examinations.**—Thirty-seven of those applying at Kentville  
and Windsor, obtained license at the last Teacher's Examina-  
tion. Kentville candidates, 2 received Grade A, 4 B, 22 C, and  
1 D. Applying at Windsor, 1 received Grade B, 3 C, and 2 D. Of  
those receiving license, Berwick claims 3 Grade B, 6 C, and 3  
D. Held license when they applied this will give the District a  
total of only 27, which is not sufficient to provide for the  
teaching from ordinary causes. There is, however, a large  
number of teachers now unemployed in this District.

There is a demand for good male teachers which cannot be  
met. In summer it is difficult to provide schools for all the male  
teachers to apply. In my opinion the time has fully come when all  
teachers should be trained to teach according to the best methods. We  
cannot do otherwise. Progress, to any appreciable extent, in  
teaching, cannot be expected, when *two-thirds* of the teachers are

**Schools.**—There are 56 schools wholly, and three partly  
owned. These have lately come into possession of a considerable  
income accruing from the School Lands of the Township.

In 1871 years the Township had a contention in Law, for the  
ownership of school lands, granted in the original outlay of the  
land. The case was finally decided in its favor, and the Local  
Board passed a Bill empowering the Board of School Commissioners  
to divide the income from the lands among the schools. At the last  
meeting of the Board, it was reported that \$3069.17 accrued

funds, would soon be placed in the hands of the Municipal Treasurer to be drawn upon as the Board should direct, and the following resolution was unanimously adopted:—

*Resolved:—*“That Twenty-five Dollars be paid from the allocated School Land Funds, to each of the schools wholly in the Township of Cornwallis, and such part of twenty-five dollars to each school partly in Cornwallis as shall be proportioned to the assessable property of Cornwallis in each section, as compared with the whole assessable property in the section; and that the balance be reserved, to be used in purchasing maps, books and other school appliances, for use in the schools of Cornwallis, and to be distributed among the school sections there, as this Board shall subsequently order; and that orders of the Treasurer be issued accordingly.”

On Nov. 9th ult., a special meeting of the Commissioners was held, and a resolution was passed, empowering the Inspector of schools to provide maps, apparatus, &c., to the extent of about \$1300.—the amount to be distributed to the different sections varying from \$35 to \$11, according to the needs of the schools. As a result of the expenditure of this money, the Inspector expects soon to report an increased progress.

*Vacations.*—Eighty-nine schools requested and received an extra week—some two extra weeks' vacation in accordance with the regulation of Council touching this matter. Some of these schools needed the extra time—some made a convenience of it—and others aggrieved that schools having two or three departments each were allowed one extra week, while those having four, and upwards, received two extra weeks' vacation. Berwick and Canning took three extra weeks and lost one of them, and Wolfville took two extra weeks and lost one of them. These schools have three departments each, and the teachers and pupils work diligently and faithfully and accomplish as much in some instances more, than schools having a greater number of departments. I do not think it follows, because a school happens to have only one or three teachers there is less need of a long vacation than in a school which has four teachers. It would not be difficult to reverse the rule and make a good case of it. Teachers and trustees too complain of great unfairness and injustice in this matter, and I must say I think they can make the complaint with good reasons. I am of opinion, that it would be quite safe and fair to allow all graded schools two weeks more than the ordinary summer vacation, when the trustees ask for the same. I presume that no unfairness or injustice has been intended by the regulation referred to; but in actual practice it works differently from what was expected.

*Annual meeting.*—The business done at the annual school meeting is of vital importance to the section, and should be transacted independently of any party or secular interest. In most sections this meeting is conducted according to law, and the aim seems to be to provide the best possible school as the section can afford. When this is done the trust



all the information at their command, of the financial operations of the past year and the needs for the future. The section to deal in an intelligent manner with all the transacted. I am sorry to have to report a few sections otherwise. Notwithstanding the law is so plain, the trustees present anything except the most meagre report of the receipts and disbursements for the year. This leads to mistrust and disputes, and in the end suffers. There is surely no reason why the trustees could not have a report, giving a detailed statement of the receipts and affording the fullest information of the disposition of the same; and the trustees who do not present such a report are negligent, and should be dealt with accordingly.

Sections in this district have done their business in a very proper and not illegal way. The first elected a trustee at the annual meeting, and money for school purposes, and transacted other business. The trustees returned to hear the report of a building committee. At the annual meeting the minutes of the annual meeting were adopted, and after discussion, the meeting by vote rescinded all the business of the annual meeting and elected a new man as trustee: and transacted other business. The trustee first elected, had in good faith, discharged his duties as co-trustees and engaged a teacher for the incoming term, and performed other duties as a trustee. Now the question arises, who is the legally elected trustee?

A case is of a section that elected a trustee at the annual meeting, and the minutes say some objection was made, that the motion was carried, and a reconsideration was asked for. Some however say that no objection was made, that the vote was unanimous. Because the trustees were not satisfied with the report, the meeting was adjourned to give the trustees time to prepare a report and have their accounts audited. At the adjourned meeting, the trustees did not report, and the meeting further adjournment, which was granted. At the second annual meeting, the vote electing a trustee at the annual meeting was carried, and the brother of the first man, was elected in his place. The question is, who is the legally elected trustee? It may be regular to elect a trustee in this way; but there seems to be no precedent for such a course. The legal direction, through the *Journal of Education*, regarding such cases, will prevent difficulty in future.

*School Houses.*—School houses have received the usual amount of repairs, painting, &c., and Shubenacadie in East Hants has a new school house from a dilapidated, tumble down, inconvenient building, one that does credit to the section. It has been seated with desks and in every way put in good condition. The houses of Grafton in Kings County have also undergone thorough repairs, and now rank amongst the best of our school houses.

At Whale Creek was burned last winter, and in consequence the school was closed for the remainder of the winter, and for

the whole of the summer term. This has not yet been replaced newhous

The poorest houses in the district, are in Pleasant View, Kings in Lakeland, West Hants, and Milford, East Hants.

I had intended to make special reference to several schools, but report is now sufficiently long, and I have pleasure in referring to my notes of inspection and statistical tables as affording any information you may need.

I have the honor to be, Sir,  
Your obedient servant,

COLIN W. ROSCOE

DAVID ALLISON, Esq., LL. D.,  
*Superintendent of Education.*

#### DISTRICT No. 6.—ANTIGONISH AND GUYSBORO.

A. G. MACDONALD, A. M., *Inspector.*

SIR,—

In addition to the statistical tables and other returns already submitted to you, I beg to submit the following report on educational matters for the school year ended, 31st Oct., 1889. During the winter term 1888-89, 85 schools were in operation, of which 85 were in the County of Antigonish and 79 in the County of Guysboro. This number was increased during the summer term by fourteen, making 88 for Antigonish and 82 for Guysboro. These numbers show an increase for the whole district in favor of 1889 as compared to 1888 of four for the winter and one for the summer term.

There were two sections, and two only, in the County of Antigonish that had no school during any part of the year, namely, Keppoc and Eigg Mountain. In the former the school house became unfit for use while in the latter, school has been closed for years for want of a building. As I stated the difficulty in the way of getting a school organized in this very sparsely settled section in former reports, I will simply add that this section has, at last, erected a suitable school house last fall and preparations are making for a school next summer.

The sections of Middle Country Harbor, Black Point and Liscomb, in the County of Guysboro, had no school during any part of the year; in the first, because the section was engaged in building a school house in a more central situation; in the second on account of the fewness of pupils; and in the third on the plea of real or alleged poverty and lack of educational spirit.

The following tabulated statement shows the more interesting statistics of education for the year as compared with the preceding



## ANTIGONISH COUNTY.

in session, Winter Term, 1888.....	86
“ “ 1889.....	85
“ “ Decrease.....	1
“ Summer Term, 1888.....	90
“ “ 1889.....	88
“ Decrease .....	2
registered Winter Term, 1888.....	3,393
“ “ 1889.....	3,401
“ Increase.....	8
“ Summer Term, 1888.....	3,570
“ “ 1889.....	3,431
“ Decrease.....	139
ys' attendance Winter Term, 1888.....	195,898
“ “ 1889.....	210,188
“ Increase.....	14,290
“ Summer Term, 1888.....	167,100
“ “ 1889.....	175,260
“ Increase .....	8,160
daily present on average, Winter Term 1888....	1721.2
“ “ “ 1889....	1890.2
“ Increase....	169.
“ “ Summer Term, 1888....	1633.7
“ “ “ 1889....	1890.2
“ Increase....	206.5

## GUYSBORO CO.

in session, Winter Term, 1888.....	74
“ “ 1889.....	79
“ Increase.....	5
“ Summer Term, 1888.....	87
“ “ 1889 .....	90
“ Increase.....	3
registered Winter Term, 1888.....	2,978
“ “ 1889 .....	3,130
“ Increase.....	152
“ Summer Term, 1888.....	3,287
“ “ 1889.....	3,357
“ Increase.....	70
ys' attendance, Winter Term, 1888.....	179,340
“ “ 1889.....	194,836
“ Increase.....	15,496
“ Summer Term, 1888.....	169,230
“ “ 1889.....	179,257
“ Increase.....	10,027

No. of pupils daily present on average, Winter Term, 1888.				
"	"	"	"	1889.
				Increase.
"	"	"	Summer Term, 1888	
"	"	"	"	1889.
				Increase.

## ANTIGONISH COUNTY.

*Teachers employed with their Grades.*

WINTER TERM.					TOTAL.	SUMMER TERM.			
1888.	A	B	C	D		A	B	C	D
Males.....	1	11	16	11	39	1	12	16	10
Females.....	—	2	29	16	47	—	2	30	19
1889.									
Males.....	1	14	16	9	40	1	15	19	13
Females.....	—	2	30	13	45	—	1	28	13

## GUYSBORO COUNTY.

1888.	A	B	C	D		A	B	C	D
Males.....	1	7	6	3	17	1	5	10	4
Females.....	—	3	22	32	57	—	3	27	33
1889.									
Males.....	1	3	10	2	16	1	5	4	1
Females.....	—	3	27	33	63	—	2	33	43

*Average Annual Salary of Teachers, including Government*

MALES.				FEMALES.	
	B	C	D	B	C
Antigonish, 1888..	\$345.86	\$231.64	\$155.71	\$271.86	\$195.71
" 1889..	320.89	209.96	163.32	265.32	193.32
Increase .....			7.61		
Decrease.....	24.97	21.68		6.54	2.39
Guysboro, 1888 ..	\$401.86	\$232.64	\$166.44	\$256.86	\$222.64
" 1889 ..	515.32	226.50	155.66	281.99	219.32
Increase .....	113.46			25.13	
Decrease.....		6.14	10.78		3.32

The past year marks an epoch in the educational history of this enterprising town of Canso. An exceptionally well-appointed school building of four departments, costing in all in the vicinity of seven

dollars, was erected in the course of the Summer and Fall, and now furnishes ample accommodation to the School-going children of the section. The building is heated and ventilated by a system introduced here for the first time, known, I believe as the "Smead-Dow System," for which a great many excellencies are claimed. East Isaac's Harbor also built a good and commodious School house, in the early part of the year, in which school has been conducted since the Christmas holidays. A new School house was also built in a section, hitherto unorganized, in the County of Guysboro, known as Obiderry, whose children were dependent for their education on whatever advantages the neighbouring School of Giant's Lake offered—advantages which were however almost beyond their reach on the ground of distance. This section has now a school of its own.

Two School houses, I regret to say, were destroyed by fire during the past Winter term, in both cases accidental,—if fires originating from visibly defective pipes and other humanly avoidable causes can be considered accidental. The section of Melrose in St. Mary's and that of Arisaig in Antigonish County were the sufferers. With the destruction of the School house in Melrose, perished, it would seem, all hopes of a School or School house, at least, for sometime,—as many of the rate-payers have been seeking for some years the disintegration of the section on the ground that it was too small, and that its continued existence was rendered unnecessary by the proximity of the neighbouring schools of Glenelg and Upper Cross Roads. In the case of Arisaig matters turned out more happily for the section. The School suffered no interruption as the Rev. R. McGillivray, the resident parish Priest, with the consent of the proper authority, most generously, placed the Vestry of the Church, situated in the neighbourhood, at the disposal of the section untill the burnt school building could be replaced. An excellent two-story building, 34 feet by 24, thoroughly finished and costing seven hundred dollars, was built during the Fall and completed for school work at the commencement of the current term.

I regret to say that Goldenville has joined the ranks of miscellaneous schools, after a fairly prosperous and useful existence, for many years as a graded school. The suppression of the second department appeared justifiable to the trustees on account of the almost total cessation of the mining industry in this once active and flourishing gold region, with the consequent poverty and depopulation. It is true however that one department but indifferently supplies the wants of the children still belonging to the section.

West Isaac's Harbor made an appropriation for adding to its school a second department which was to be completed in the course of the Fall. The sections of North End Lochaber, Larry's River, Frankville and St. Francis' Harbor are lacking in school accommodation. The number of children attending each of these schools is too large to receive justice at the hands of any one teacher. On different occasions, I urged on parents and trustees the desirability of erecting these schools into graded ones, but so far without success. While one or two of them might, with more or less justification, set up the plea of poverty

and "hardtimes," it is certain that the wealthy and strong section of N. End Lochaber cannot have any such plea. Inertness and parsimony in educational matters, alone, furnish the reason why the school, with its excellent material, does not do work second only to our Academies.

While it is true that small schools are not calculated to excite enthusiasm in the teacher or pupils, it is equally true that, in miscellaneous schools, on account of the unavoidable multiplicity of classes consequent on diversity of ages and attainments, conditions arise, which are, in too many cases highly favourable to cramming and ruinous to the teacher's health no less than to the school.

With regard to the educational value and character of the work, I can confidently say, that, on the whole, satisfactory progress has been made, and that this progress was more marked where it was most needed, namely, in the primary work. As the result of the adoption of the "Course of study," and of the various other educational agencies at work in the profession, more rational methods prevail in teaching the elements in all the schools that are not in the hands of spiritless teachers who are novices in teaching or strangers to its philosophy. The work of these, who are fortunately few and getting fewer, is always more calculated to stunt than to develop the intelligence and mental growth of their pupils. All our best teachers can find pleasant, able, interesting and continuous occupation for even the most inexperienced beginners, who are thus saved from the traditional torture of repetition of words by courtesy phrased "saying lessons," and from forced idleness misnamed, "discipline." In schools thus efficiently conducted there is no misdirection of energy, no waste of time. Children are not told what they can infer nor asked to see what is obvious. They are taught to note differences and resemblances and, so to take pleasure in exercising their thinking and reasoning faculties; and at every stage of their studies they are impressed with the fact that one of the chief objects of school work is the acquisition of fluency and accuracy of expression.

My "notes of inspection," already sent you, will furnish all particulars regarding each school and section visited during the year.

In conclusion I beg to express my deep sense of gratitude for the favors and courtesies received at the hands of all those with whom I have been in my official duties brought in contact.

I have the honor to be, Sir,

Your obedient servant,

A. G. MACDONALD

TO DAVID ALLISON, Esq., LL. D.

*Superintendent of Education.*

## DISTRICT No. 7—CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, A. B., *Inspector.*

beg leave, in compliance with law, to submit the following educational matters in this district for the scholastic year ended 1889.

There has taken place in either County in the number of sections given in the statistical tables already forwarded, the number of schools having school in operation, or whose school buildings or organization have not fallen into decay or desuetude is, in the County of Cape Breton 132, and in Richmond 70, making 202 in the district.

The number given for the latter county is not included a new section put out by the Board of School Commissioners in 1887, and duly approved by the Council of Public Instruction, by the subdivision of section No. 17, and the alteration of the boundaries of an adjacent section. My reason for not including it is that the new section has never been organized beyond the electing a board of trustees, and holding a couple of meetings, apparently for no other purpose than to select several proposed sites for a school house. Some at least of the promoters of the subdivision appear to have secured what they call exemption from payment of school rates in any section. I point out the difficulties to be encountered and overcome in re-uniting such sections, once a subdivision has taken place. I therefore respectfully suggest that subsection 1 to sec. 10 of the Act be amended or extended to meet such cases as this which in my opinion is not unique, either by giving power to the commissioners to re-organize such subdivided sections, or by enacting that the subdivision shall have no effect, unless within a certain specified time the newly organized section has organized and established a school; and I would also suggest, if possible, such clause or amendment be made retro-active.

It is so often complained of in my reports with regard to the confusion and incorrectness of the records of boundaries of sections, that the County of Cape Breton, was again grappled with by the members of said County at their last meeting, and this time, in my opinion, I trust, to lead to some practical result. The following was placed on the minutes:—

That the Board resolve itself into a general committee to act in conjunction with the Inspector for the purpose of investigating the present state of the records of the boundaries of sections, and taking necessary steps to have such boundaries properly defined and recorded."



Another difficulty which has been several times brought to notice of the same Board is one to which I referred in my report for year 1887, as affecting, or rather partially destroying, Muggah's Creek section, No. 2, by the absorption of a large part of it within limits of the town of Sydney at the incorporation of said town. At last meeting, after an interview with a deputation from the town school board, the Commissioners decided that, as they had no authority to do with the case in any legal way, they could only suggest, as the most feasible remedy, that the Legislature be asked to change the town limits in such a way as to restore Muggah's Creek section to its original status, a suggestion to which the town Commissioners seemed to have no objection. It is therefore to be hoped that the parties interested will not neglect to see to have this or some other remedy applied, when proper time comes, in order to restore to all parts of the original section the educational advantages at least equal to those once enjoyed.

The school buildings reported last year as having been condemned at Louisburg and Gabarus have not yet been replaced by new and more adequate ones. In the case of the former, the difficulty experienced in securing a suitable site mainly accounts for the delay, as other preliminary steps have been taken some time ago, such as the provisional disposal of the old property, and the voting of money for a central building of sufficient size for the two departments. In the latter case, the trouble arises from an unfortunate disagreement between the ratepayers of the different parts of the section which comprises a considerable village at one end, and a long and more sparsely populated settlement towards the other. It looks like a case of might regardless of right, as the majority wish to place the school house in the centre of the village on what a minority consider an objectionable site on sanitary as well as topographical grounds. The site selected by the trustees when examined by the three nearest Commissioners, as required by law at the time, was not approved by any of them; and when, under the new enactment, I was called upon to pass my opinion, it did not commend itself to my judgment either. Thus the matter rests. I trust, however, that the expropriation clause inserted into the school law will assist in ere long settling these difficulties. The amendment placing the confirmation of school sites in the hands of the inspector instead of those of the three nearest Commissioners, while placing a good deal of unwelcome responsibility on the former, relieves the latter from one—and a very unpleasant one—of thankless and profitless tasks imposed on them by law. It has the merit of simplifying matters a great deal; it remains to be seen how it works in practice.

A new school house has been erected in River Bourgeois, Richmond Co., to replace the one destroyed by fire. It is considerably larger, when finished inside, will be much more commodious than the old one, though not strictly up to the requirements of the section. In Cape Breton County, new school houses were built in Clark's Road and Point sections. In the former a school was started during the summer term after an intermission of several years. The latter was to replace

remaining old building, and to accommodate, in the Western section, one of the elementary departments. There are now buildings, comprising four rooms, which have all been com-  
de during the summer, in plaster, with ample black-board  
and furnished with neat and durable patent desks. These  
point of comfort and convenience, are second to none in the

number of good decent school buildings is thus being added to,  
ar, but there is still room for a vast deal of improvement. A  
e list could be made of—well, I shall call them—*buildings*  
ade to do duty as school houses which should have been con-  
ars ago, if the circumstances of the localities had warranted  
fear that the decay and dilapidation too often met with is in  
ances attributable to wilful neglect rather than to poverty.  
es, I would name those of *Intervale* and *Framboise* in the  
Richmond; and *Caribou Marsh* (No. 29½,) *Baleine*, *Union*  
*Louisburg* in the County of Cape Breton. Where one sees  
in and decay which could be averted or stayed by the expendi-  
ttle voluntary labor, without any outlay of cash, one is apt to  
ons the reverse of complimentary to the energy and public  
ose interested. Such signs, I am sorry to say, meet one in  
ities than those just designated.

Following table shows the number of teachers employed in each  
with their grades and sexes, as compared with those of the  
ear:—

## CAPE BRETON.

WINTER TERM.				TOTAL.	SUMMER TERM.				TOTAL.	
A	B	C	D		1888.					
3	19	16	29	67	Male....	4	20	18	26	68
.	7	40	29	76	Female ..	7	43	30		80
				143					148	
					1889.					
4	22	18	16	60	Male....	4	21	18	25	68
.	7	41	35	83	Female ..	9	41	38		88
				143					156	



RICHMOND.											
WINTER TERM.					TOTAL.	SUMMER TERM.					TOTAL.
1888.						1888.					
	A	B	C	D			A	B	C	D	
Male....	1	6	10	12	29	Male....	1	8	13	10	32
Female ..		1	17	19	37	Female ..		2	17	25	41
					66						73
1889.						1889.					
Male....	1	7	12	10	30	Male....	1	7	14	11	33
Female ..		2	11	20	33	Female ..		1	12	25	38
					63						71

The 143 teachers in the County of Cape Breton during the winter term were employed in 98 Sections, and the 156 employed the summer term taught in 112 sections. The number of sections having no school either term was 15 as compared with 8 the previous year.

In Richmond County, 63 teachers were employed in 52 sections during the winter term, and 72 teachers and assistants in 60 sections during the summer term, and only four sections had no school at all during the year.

Comparing the attendance at school during the year with that of the preceding year, I find that the balance is on the wrong side, but the difference is not such as to cause any alarm or to render necessary a very searching investigation into the cause. An analysis of the figures above given discloses the fact that although the comparatively small number 19 represents the sections in the district in which there were no schools in operation any part of the year, yet 52 schools were closed during the winter and 30 during the summer term. Why this was so is another question. Inability to procure teachers is generally the reason alleged. This difficulty is experienced chiefly in small and remote sections where the inducements are not sufficient to attract teachers even of the lowest grade, when better schools are within their reach in competition with teachers of the higher classes. While I am not prepared to say that we can just yet dispense with grade "D" teachers in this district, I think the time has come when some restriction should be placed on their employment. Under existing circumstances, there is nothing to prevent an ignorant or a parsimonious board of trustees from engaging a teacher who is not fit to teach, or from engaging a teacher who is not fit to teach a class teacher where the services of nothing short of a *good first class* teacher would be necessary. The Course of Study being the teacher's guide in the classification of his school, so the grading of the school should be the guide of trustees in the selection of a teacher, and I should welcome some enactment or regulation in this direction that would guard the interests of parents and pupils against indifference or parsimony. This is seldom any difficulty experienced in procuring high grade teachers.

difficulty in securing teachers of any grade is certainly not to their paucity; for they are being qualified, from year to year to a reasonable proportion to what would seem to me a natural one there anything like permanency in the profession. The new teachers, that is, of persons not already holding a license, who were qualified at the teacher's examination last July, was 1 of grade C, and 32 of grade D,—in all 40, or 20 per cent of the number of sections in the district. I append a table showing the results obtained at Sydney and Arichat stations, and the results:—

## SYDNEY.

for Grade.	No. obtaining Grade.				Failed.
	A.	B.	C.	D.	
... 1	1	....	....	....	....
... 13	....	4	2	4	3
... 55	....	....	10	17	28
... 51	....	....	....	10	41
120					

## ARICHAT.

... 3	....	....	3	....	....
... 6	....	....	....	4	2
... 19	....	....	....	6	13
28					

removal of B. McKittrick, Esq., from the principalship of the Academy at the close of the winter term, after eleven years' successful service, was an event in the history of that institution. It is not too much to say that to Mr. McKittrick, and his assistants, of course, and liberal and willing co-operation on the part of the authorities, is mainly due the excellent standing to which the school has attained, and the good reputation it enjoys. The school was, however, so wisely filled by Mr. E. T. Mackeen, long and closely connected with the institution, first as preparatory teacher and then as vice-principal, as to have made the change less perceptible than it might have been; and at no time has the attendance been less, nor the work prosecuted with more vigor and energy than it is now. Mr. Mackeen's successor and assistant is Mr. J. K. Henry, (Miss Housie,) a very industrious and painstaking teacher, who gives promise of being also a very successful one.

The Academy at Arichat is in charge of Mr. S. A. Morton, who is giving every satisfaction. The pity is that the school is not being patronized by the rural sections of the county, as the local attendance and school pupils is discouragingly small.

Schools qualified for the extra grant provided by sec. 10 of the Act, of 1885, viz: North Sydney Academy, Principal D. K.

Grant, B. A. ; and Sydney Mines Academy, Principal S. J. MacLennan, B. A.

Only one of our teachers, so far, has taken advantage of the "to encourage Agricultural Education" to qualify as agricultural instructor. Mr. J. W. Edwards, (grade B.) after a course at the School of Agriculture is now receiving the extra grant provided by said Act, and the shrewd and public spirited people of Grove's Point, Boulardarie, where he has since been employed, will doubtless soon reap the benefit of the scientific instruction he is enabled to impart.

The standard and quality of work being done in the better class schools, especially the graded schools, where, as a rule, excellent teachers are employed, are being steadily raised and improved ; and I have much pleasure in bearing testimony to the high character for morality, respectability and intelligence enjoyed by our teachers as a body.

In conclusion, allow me to express my appreciation of your uniform kindness and assistance in our official intercourse.

Very respectfully yours,

M. J. T. MACNEIL

DAVID ALLISON, ESQ., LL. D.,  
*Superintendent of Education.*

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#### DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

SIR,—

I beg respectfully to submit the following official report, indicating in a general manner the present condition of education within the counties of Inverness and Victoria, together with a condensed summary of progress made during the year ended 31st Oct. 1889. The monthly reports of school inspection regularly transmitted to the education office, the semi-annual abstracts of school returns and annual supplement tables covering hundreds of pages, show that the progress of our schools in numbers, registration and general efficiency during the past two months has not been surpassed during any previous year in our educational history.

The creation of new school sections is not favourably regarded either Provincial or local authorities. Necessity however has no law. The privilege of autonomy has never been enjoyed by many important localities particularly in the *far north*. In others again the population

increasing, and to relieve local congestion the school Commission reluctantly compelled to consent to an occasional subdivision.

At present the district embraces 265 distinct school sections, 172 in Inverness and 93 in Victoria.

The additions are:—in S. Inverness—(1) “Colonsay No. 93,” action of school board at the annual meeting of 1886; (2) “No. 94,” *de novo*; and (3) “McIntosh Mountain,” an old school now re-established and defined.

In Inverness,—“Muise No. 3½” and “Ruisseau de lac No. 4,” at Cheticamp; “McLellans Mount No. 49,” at the rear of the river; and “Gillis No. 50,” at the Upper South West River. —“Meat Cove,” at the lowlands beyond Bay St. Laurence; and “Little Narrows,” at the rear of Little Narrows, the latter being merely a result of the Board’s decision in the matter at the regular annual meeting of 1887.

#### SCHOOL YEAR.

According to existing arrangements the school year consists of a *summer* term, the former beginning in November and ending in April, the latter opening in May and closing in October. The arrangement of time happened to be adopted is unknown. In climatic conditions, the system may be found to correspond to the season of the year, but in Nova Scotia no such *raison d’être* is given to justify its existence or continuance. Under the present *time*, the school attendance after the summer vacation is very small, and almost invariably small, the services of many of the pupils are required to assist their parents at home, the instruction given is of an elementary character, and no regular classification can be maintained during the rest of the term. A long and varied experience leads me to think in suggesting that all the public schools should open in October, and as the advanced grade practically finish their term the season with the Provincial examination of teachers, the schools should evidently close the school year.

At the regular annual meetings of the School Boards in May and June, sections were placed on the special aid list in South Inverness, North Inverness, and *fifteen* in Victoria. The extension of the school year is undeniably a boon to poor and scattered sections, but additional allowance is never granted only when licenses of the teachers held by the teachers employed, for obvious reasons the conditions can not always be complied with, and the public schools are therefore but very slightly affected.

For school houses have been erected during the year at a cost of \$3,200 have been voted at the last annual meeting for a new school house.

That the cause of popular education is steadily advancing in district from term to term and from year to year is evinced by the fact that more schools have been in operation, more teachers and assistants have been employed, and more pupils have been in attendance at school than during the corresponding terms of the previous year. During winter term 217 schools were in operation within the district—131 in Inverness and 86 in Victoria—but during the following summer, number increased to 243—164 in Inverness and 79 in Victoria.

It affords me much pleasure to report that *three* sections in Inverness and *one* in Victoria, entered "vacant for years" in the annual report for 1888, have seen the error of their ways, and have accordingly kept their schools in session during the whole year.

During the winter term 217 teachers and assistants were employed in Inverness and 243 during the following summer.

Arranged with respect to sexes and grades of license held, they may be tabulated as follows:—

#### WINTER TERM.

Inverness, No. of males employed Grade A. B. C. & D. ....	
Victoria, " " " " " " .....	

Inverness, No. of Females employed, Grades A. B. C. & D. ....	
Victoria, " " " " " " .....	

No. of Teachers of Grade A., (Inverness 2, Victoria 1.) ....	
" " " B., (Inverness 16, Victoria 7.) ....	
" " " C., (Inverness 54, Victoria 15.) ....	
" " " D., (Inverness 79, Victoria 43.) . ...	

#### SUMMER TERM.

Inverness, No. of Males employed, Grades A. B. C. & D. ....	
Victoria, " " " " " " .....	

Inverness, No. of Females employed, Grades B. C. & D. ....	
Victoria, " " " " " " .....	

Teachers of Grade A., (Inverness 2, Victoria 1.).....	3
“ “ B., (Inverness 14, Victoria 11.).....	25
“ “ C., (Inverness 58, Victoria 19.).....	77
“ “ D., (Inverness 80, Victoria 49.).....	122
	<hr/> 234

dition to the above 10 assistants (3 Males and 7 Females) were during the winter term and 13 (5 Males and 8 Females) the following summer. As in previous years this service was confined to the schools of North Inverness.

*Attendance.*—The names of nearly *nine thousand* pupils on the school registers of the district during the past year. The statement is based upon the number of *different* pupils enrolled, of whom received at least a modicum of instruction during some part of the year. 3759 children were present daily at school on an average during the winter term, and 3960 during the summer following.

Extremes of attendance in the schools of the sub-districts may be given as follows :—

#### SOUTH INVERNESS.

Highest enrollment, Brook Village .....	55 pupils
Lowest ditto. Big Harbour.....	10 “

#### NORTH INVERNESS.

Highest enrollment, Margaree Forks .....	78 pupils
Lowest ditto. Rear Loch Ban .....	10 “

#### VICTORIA.

Highest enrollment, Englishtown .....	70 pupils.
Lowest ditto. McLennan .....	10 “

Grand total days' attendance by all the pupils present during the year was 436,674 and during the summer 411,450.

Additional extremes were as follows :—

#### SOUTH INVERNESS.

Grand total days' attendance, Kingsville.....	3700
“ “ “ McKinnon's Brook.....	550



## NORTH INVERNESS.

Highest Grand Total Attendance, Little River.....	.....
Lowest " " Rear L. Ban . . . . .	.....

## VICTORIA.

Highest Grand Total Attendance, Englishtown.....	.....
Lowest " " McLennan.....	.....

The annual expenditure embraced—

Teachers' salaries .....	\$ 22824
New buildings and repairs.....	\$ 2558

\$25382

In Inverness the average B salary from the section was.....	\$ 18
" " C " " " .....	9
" " D " " " .....	7

In Victoria the rates were somewhat higher for Grades B and C a shade lower for Grade D.

In South Inverness, the extremes were, Hillsboro.....	\$
" " Up. Centennial.....	
In North Inverness, " Margaree Forks.....	
" " Cody Settlement.....	
In Victoria, " St. Paul's Island.....	
" " Gillander's Mt.....	

It is a curious coincidence that the lowest rates in North Inverness and Victoria should be the same. In explanation of the paltry pittance paid in poor localities it may be necessary to state that the teacher's board is invariably "thrown in" in addition to that from the Provincial and County treasuries.

There are *eight* graded schools in Inverness, Port Hood and Margaree each with *four* departments; Hawkesbury and Grand Etang each with *three*; and the sections of Port Hastings, Plateau, Whycocomagh and East Margaree each with *two*. The Schools of Eastern Harbour and C. Marsh have been graded for years, but are now each reduced to one department. The grading of the Margaree Forks school has been the *topic* at the last and at several previous annual meetings, and there are I understand good prospects of the desired change being eventually effected.

There is but *one* graded school in Victoria, the County Academy at Baddeck. There is however abundant material for judicious grading at Englishtown and New Haven, and possibly also at Sea View.



Ingonish. Graded Schools are not necessarily expensive. Recent  
 ation allows \$25 annually from the County Treasury in addition  
 ists for attendance of pupils, for every teacher employed. The  
 tages can hardly be over estimated. School work is more  
 ghly performed. Improved classification enables the teacher to  
 constant appeals to the "sympathy of numbers" and a spirit of  
 on and emulation is awakened in the mind of the pupil which will  
 im to strive for a higher degree of attainment, both in class work  
 ith a view to promotion to the advanced departments. The great  
 of the children of the district must, however, attend the mis-  
 ous schools, and to these more than to any other agency must  
 ok for the amelioration of the masses. What is their general  
 ion? A few are *superior*, some are *good*, others range from *fair*  
 and *very bad*. Now it is not reasonable that miserable accommo-  
 s and perfunctory service should receive the same recompense from  
 rovincial and County treasuries as those having higher ideals of  
 eternal fitness of things." This anomalous state of affairs could  
 edied by simply arming the inspectors with requisite authority,  
 ithhold the apportionment from the county treasury from trust-  
 hen their school buildings and appliances are inadequate and, (2)  
 se the Provincial grant to teachers to depend largely upon the  
 ter of the work performed.

dividual Schools of special excellence are established at various  
 within the district. Where for instance can schools having a  
 record be shewn than those of Hillsboro and Little Harbour in  
 Inverness, Margaree Forks and Munroe in North Inverness, and  
 addeck, Englishtown and Seaview in the County of Victoria?  
 the schools of Cheticamp as a whole must the palm of superiority  
 arded. The locality is very thickly settled—20 schools are in  
 on, three of which are graded. The buildings are finely propor-  
 thoroughly finished externally and internally, and are supplied  
 robes, wall maps and other needed appliances. The grounds are  
 fenced in, palings white washed, and cut stone steps lead to the  
 The school attendance is phenomenally large, and a boy or girl  
 n the age of say between 8 and 15 unable to read and write or to  
 lamental work in arithmetic can not be found in the whole settle-  
 In many other localities however it is doubtful if either parents  
 dren sufficiently value the inestimable privileges of education and  
 ion placed within their reach. Contrasted with what these  
 es were a quarter of a century ago, the progress made has been  
 marvelous. At that time the provision made for education was  
 nited. Schools there were of course—but they were few and far  
 n, and generally both teachers and school appliances were of the  
 primitive character. The school was crowded with a promiscuous  
 of children, and the three R's was about the extent of the education  
 d. Now Geography and English Grammar, British and Canadian  
 , together with some knowledge of Mathematics, can be acquired  
 y school in the land—and if a boy or girl is dissatisfied with the  
 tual *pabulum* provided at home, a tramp of a mile or two, to

some point of the compass, is all that is probably necessary to secure an improved educational condition.

Circulars are issued semi-annually to every section in the District containing in addition to other matter a schedule of announcements as follows :—

Date of Arbor Day.

“ “ Annual School meeting.

“ “ Teachers pay days.

at the stations of Port Hood, Margaree Forks, Baddeck and Whycocomog.

*School Inspection.* The schools of South Inverness and Victoria were inspected but to a very limited extent during the winter term. North Inverness was visited early in the month of March—and while there in discharge of duty, I met with an accident which laid me up for the remainder of the Term. During the following summer, however, every locality was visited, and as usual voluminous notes of inspection were taken, abstracts of which were periodically mailed to the Education Office. From these data you can arrive with a fair degree of accuracy at the relative standing of every school in the District. You will observe that in tracts of country where railway operations were carried on, the condition of the public schools was as a rule unsatisfactory. Contagious disease also, particularly diphtheria and scarlet fever, rendered the attendance in some sections very irregular, and the general progress of the pupils was materially hampered.

*The County Academies.* As these institutions have been officially visited by yourself personally, it is not necessary here and now to refer to their general condition and management.

Mr. Coops has been re-engaged at Port Hood.

Mr. Fraser who is now taking a post-graduate course at Prince George has been succeeded in the Principalship of the Baddeck Academy by R. J. McDonald, a recent graduate of Dalhousie, who at the last Teachers' examination obtained a license of grade A. with an average of 73—but was the *third* on the official list for the whole Province. In both academies the prescribed Course of Study was adhered to as closely as the interests of the pupils would admit. Before the vacation much time was devoted to preparing candidates for the Teachers' Examination. After the summer recess pupils were allowed a good deal of latitude in their choice of studies. In addition to English and Mathematics, Greek, Latin and French are taught at Port Hood, and Latin and German at Baddeck.

The High School at Hawkesbury, has been for the past year in the charge of Mr. G. D. Turnbull. When the school was officially visited in late in October, the attendance was small, and an accurate estimate of progress could scarcely be formed. Classes doing work of a rudimentary

character in Latin and French have been in attendance and a number of candidates have been prepared for the Teachers' Examination.

The *Teachers' Association* continues to be regarded as a potent force for good. Argument and discussion are required to give an outlet to thought, to enlarge one's range of ideas, and to develop an appreciation of the dignity and importance of the teacher's vocation. One teacher possesses some merit which another does not, and through the medium of periodical reunions of this kind the experience of one becomes the experience of all. The recent convention was well attended, and much interest was manifested in the proceedings throughout. Papers were read as follows: "The teacher in school" by M. D. Morrison, of Big Baddeck, "The study of History in common schools" by Mr. Cogswell of Hillsboro, "Hints on Hygiene and Hygeine," by Principal Coops, of Port Hood Academy. The last session on Friday was devoted to an examination of the results of the "question bureau." Many of the remedies suggested to redress grievances were somewhat quixotic—but upon the whole the new departure elicited ideas of both an instructive and amusing character.

The *Teachers' Examination* is usually regarded to be an index to the success of our educational system. This like every other received has an element of truth in it. The real object of the School Examination however is to train every boy and girl of school going age in the ability to read and write and to a fundamental knowledge of arithmetic. The recent Teachers' Examination was largely attended. *Hundred and eighty-four* candidates answered to their names at various examining stations as follows:

Port Hood .....	65
Baddeck .....	46
Margaree Forks.....	32
Cheticamp .....	31
Hawkesbury .....	10

The results were fairly satisfactory—some were promoted and a comparatively large number obtained their credentials for the first time.

*Diploma of Honour.*—The distinction of having made the highest B in the district is held by,

Miss Kate A. McKenzie, Boularderie, Vict. Co.

In order of merit the *two* highest C's were,

Ewen Gillis, Big Baddeck, Vict. Co.

Mary A. Dunn, Big Brook, N. Inverness.

And the *three* highest D's were,

John McDonald, Glenville, S. Inverness.

Napoleon Au'Coin, Cheticamp, N. Inverness.

Elizabeth McNeill, Boularderie, Vict. Co.

The prize offers made in the Educational Report for 1888 hereby revived, subject to the conditions that competing candidates be successful must either make a general average of 75 or lead successful candidates in the grade competed for, as indicated in official list for the whole Province.

It becomes my melancholy duty to close this Report with announcement of the lamented death of Rev. Mr. McIntosh, of Ann's. Mr. McIntosh taught school for a number of years, both in Richmond his native Co. and in the adjoining Co. of Inverness, where he held the Principalship of the County Grammar school at Placerville Cove, as it was then called. He was a much valued member of the School Board of Victoria for a quarter of a century, and was honored with the position of Chairman on several occasions. A suitable minute commemorative of his death has been drafted and engrossed in the Commissioner's Record Book.

Very respectfully submitted,

JOHN Y. GU

TO DAVID ALLISON, ESQ., LL. D.  
*Superintendent of Education.*



## DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

W. E. MACLELLAN, *Inspector.*

I have forwarded to you statistical returns for the school year ending October 31st, 1889. I have little or nothing in addition to report. My appointment only took effect towards the close of last year. I was not required by you, nor was I able, to do anything in the way of effective school inspection during the year which remained. My practical introduction to the duties of my office dates from the first of November, 1889, when the work of preparation for your office commenced. At the present time, then, I am competent only to speak of that work, and I can but repeat what has already, in the main, been said by others.

The difficulties of the task of making up the statistical tables are greatly increased by the carelessness and delays of teachers and trustees. Neat and accurate returns from the various schools would seem to be the exception rather than the rule. The returns I take it, are generally prepared by the teachers, and, if so, the blame over which such teachers preside are to be pitied. Not to speak of the uneven manner in which the work is in many cases executed. I say that I have found blunders and errors wherever blunders were possible, and in not a few cases where, to the ordinary eye, they would seem to be not far from impossible. Table 3 of the 'Return is a source of much trouble and annoyance, with its narrow space and its illimitable possibilities of "crooked" work. A blundering in it is usually made, but before the farther side of the page is reached, the figures are so jumbled together that the teacher's only guide through them is conjecture. I have also to note of the manner in which graded school returns are made. More correctly speaking, are not made up. In my district, in one or two exceptions, additions were not made in the various tables, and that work devolved on me.

It would be mere presumption on my part to indulge in any extended opinion on educational work in my district at present, or until I have had a more intimate acquaintance with it. Regretting my inability to furnish you with a report that might be of more value,

I have the honour to be, Sir,

Your obedient servant,

W. E. MACLELLAN.

DAVID ALLISON, ESQUIRE, LL. D.,  
*Superintendent of Education.*



## APPENDIX C.

## Report of the Board of School Commissioners

OF THE

## CITY OF HALIFAX.

## CHAIRMAN'S REPORT.

OFFICE OF SCHOOL COMMISSIONERS, }  
Halifax, N. S., Nov., 1889. }

ED ALLISON, Esq., LL.D.,  
*Superintendent of Education.*

have the honor to submit, together with the Supervisor's Report,  
of the County Academy and public schools of the city.

## INCREASED ACCOMMODATION.

will have appeared from the successive reports for several years  
that there has been a constantly recurring demand for increased  
accommodation. This was clearly demonstrated during the  
year, and was especially marked in regard to Morris St., Compton  
and other schools, and more particularly in respect to St.  
School, to meet the overflow from which outside rooms had to  
be used, while in the building itself, some class rooms were constantly  
crowded and others unsuitable.

The predecessor in his report stated, "The requirements of St.  
will demand serious consideration before long on the part of  
the Commissioners." The necessity for increased accommodation so  
impressed the Commissioners, that they consulted with  
the Archbishop O'Brien on the subject. In due time plans of a  
school building of eight departments were submitted to and  
approved by the Board, on a twenty years' lease, at a rental of  
\$100 per annum. The building, now nearing completion, situate on  
St. Mary's Church, is expected to be ready for  
use on May 1st ensuing.



## COST OF OUR SCHOOLS.

The reasons just named, that in consequence of the increase of number of pupils seeking admission, and which without doubt, will be further augmented, now that the compulsory education law is in force, the machinery of which will entail an additional expense, the taxpayers may reasonably expect an increase in their school rates next year. However, it is satisfactory to know that the funds entrusted to the care of the Board are judiciously dispensed, and with due regard to economy.

The expenditure during the year was \$84401.53; received \$78347.45.

## TEACHERS.

Various changes have been made in the teaching staff of the several schools during the past year, and the efficiency of the staff has been maintained.

The most important change was in the Academy, by the retirement of the Venerable Dean Gilpin and Mr. Waddell, after years of faithful work on the part of both. The Board was fortunate in securing the services of Mr. A. H. MacKay, Principal of Pictou Academy, to succeed Dean Gilpin in the principalship. The action of the Board in appointing W. T. Kennedy, Principal of Albion St. School, to a position on the regular staff of the Academy, has met with general approval, and is considered by educationists a most judicious selection.

## COMPULSORY EDUCATION.

The law, though passed in April 1888, could not be put in operation until the end of the present school year, and now measures are being taken to enforce the law vigorously.

Compulsory education may be considered experimental in Halifax. We have in the United States and England an encouraging precedent for its adoption. The class that will be most affected in Halifax is the poorer class, who, if unable to send their children to school during the winter months for want of clothing or other causes, are subject to fines and penalties, and in default, imprisonment. The fines too are applied to further enforcing the law (see clause 13). What is to become of the children during the imprisonment of the parents, the law does not state. Had the promoters of the law ordered the fines so collected to be applied in assisting the more needy with clothes to attend school, possibly the object of the law would be better attained.

## SCHOOL OF COOKERY AND NEEDLEWORK.—MECHANICAL STUDIES.

I would suggest the opening of a new department in connection with the Academy, viz., mechanical studies for the boys and cooking and sewing for the girls. It is stated that in Philadelphia, during the past year, some 30,000 girls have received instruction in cooking

Of very great advantage education in these branches would be to the young girls of Halifax. Then the academy might become popular with some of the ratepayers who are not favorable to giving education in the higher branches, but only willing to be satisfied with common school education for the public.

In conclusion I am pleased to endorse the sentiments expressed in the reports regarding the efficiency and devotedness of the Principal and Secretary.

I have the honor to be,

Your obedient Servant,

J. GODFREY SMITH.

# Report of the Supervisor of Halifax Public Schools

FOR THE YEAR ENDED 31st OCTOBER,  
1889.

TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF SCHOOL  
COMMISSIONERS OF THE CITY OF HALIFAX.

*Gentlemen,—*

I beg to submit for your information, the following statistical tables and Report on the Public Schools of the city for the year ended 31st October, 1889.

During the summer term of this year, there were 112 teachers employed in the common schools—ten males and one hundred and twelve females. Of these, one held an Academic License; 43, Grade B.; 6, Grade C.; and 3, Grade D. This term shows an increase of seven teachers over the corresponding term last year.

## TEACHERS EMPLOYED IN THE COMMON SCHOOLS.

Grade.....	WINTER TERM.									SUMMER TERM.								
	Male Teachers.				Female Teachers.				Total.	Male Teachers.				Female Teachers.				Total.
	Academic.	Class I.	Class II.	Class III.	Academic.	Class I.	Class II.	Class III.		Academic.	Class I.	Class II.	Class III.	Academic.	Class I.	Class II.	Class III.	
	A.	B.	C.	D.	A.	B.	C.	D.	Males. Females. Both.	A.	B.	C.	D.	A.	B.	C.	D.	Males. Females. Both.
1889.....	2	9	...	...	33	59	3	11	95	1	9	...	...	34	65	3	10	102
1888.....	2	9	...	...	32	54	4	11	90	2	9	...	...	34	56	4	11	94
Increase.....	...	...	...	...	1	5	...	...	5	...	...	...	...	...	9	...	...	8
Decrease.....	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	1	1	...

## ABSTRACT OF TABLES A AND C.

In the Winter Term there were 119 teaching days; in the Summer Term, 95. The percentage of enrolled pupils daily present on an average was 70, the same as last year. No other part of the Province can show nearly such regular attendance on the part of enrolled pupils. In this respect, however, Halifax is far behind many towns in the United States.

On an average only 1 person out of every 9 of the entire population of Halifax is in school every teaching day. On the other hand the ratio in Cambridge, Altoona, Pa., Gloucester, Atlanta, Ga., is 1 to 6. In Boston and New York it is 1 to 7. In some of these cities the ratio of attendance of enrolled pupils is also very high, as in Lewiston and Philadelphia 92%, Cincinnati 83%, and Boston 79%.

The Teachers' Returns show a total enrolment for the Winter (Academy not included) of 5762 pupils, of whom 2966 were boys and 2796 were girls. As to ages, 5564 were under 15 years, 188 over 15. From this it will be seen that there is a tendency to a decrease in the average age of the pupils.

These pupils made a grand total days' attendance of 464,891, the daily attendance in all the schools being 4069, or an average attendance for each teacher of 38.

In the Summer Term there were 6288 pupils enrolled of whom 3146 were boys, and 3142 were girls. As to ages, 6132 were under 15 years, and 156 over 15 years.

These pupils made a grand total days' attendance of 397,360, the daily attendance being 4469, or over 39 pupils to each teacher.

The total number of *different* pupils reported as attending the schools during some part of the year was 6903. I have good reason for believing that this number is not correct. The greater number of the Teachers seem to have made a mistake in reporting under "not enrolled in the section during the Winter Term, but attendance during the Summer Term." Probably 6700 would more nearly represent the total number of *different* pupils during the year.

The grand total attendance was 25,354 more than it was last year. The average total days' attendance in each department was 3500. It will be seen that the increased attendance fully justified the opening of seven additional departments during the year.

Tables C and D are to be found full details of the number grade subjects taught in each school and in each department.

These Tables are deserving of careful study by those who would know the condition of the schools. Allow me to call attention to the more prominent points upon which they throw some light.

#### LAWS OF HEALTH.

The subject to which the course of study gives the first place, is the science of the laws of health. To every human being this is a subject of primary importance. If education means a preparation for complete living, that pupil is poorly educated who goes to school without having acquired and crystallized into health-giving habits an empirical and scientific knowledge of hygienic

Under favorable circumstances a few people are enabled to pass through the natural term of life in comparative health and comfort. The great majority have much of their shortened lines embittered by the errors of living, arising from ignorance, bad habits, indulgence, and want of will-power.

School Boards and school officers would deserve and receive benedictions of coming generations if they supplied to pupils, during the eight years of their common school course, proper hygienic conditions—rooms capable of ventilation without hurtful change of temperature—seats and desks, so constructed as to facilitate order and prevent deformity—light, suitable in direction, quantity and color—systematic and frequent exercises in gymnastics, calisthenics and military movements—school lessons, giving abundance of time for a regular deliberate mid-day meal. Managers of schools incur a fearful responsibility when, thoughtlessly neglecting to provide for the health of those under their care, they entail upon them those sufferings which such neglect certainly produces.

But it is to the teachers mainly, that we must look for the improvement of that knowledge and the formation of those habits, which are necessary to self-preservation. They have numberless opportunities of directing the attention of their pupils to the laws which govern their relation to the physical world around them. In their reading lessons they may find valuable illustrations—their lessons on Nature will abound in fundamental facts relating to the properties of clothing materials, of foods, of air and water, the processes of ventilation, circulation of blood, digestion, &c. Their games, physical exercises, weariness from over work or want of sleep, may all be so many texts from which a faithful teacher will not fail to draw valuable lessons.

But besides this incidental teaching, there should be a regular graded systematic course of lessons on Hygiene, taught in every school room. Pupils should be taught to observe and understand the bodily sensations which warn them of Nature's broken laws,—the weakened powers of concentration that betoken an exhausted brain, the lassitude and headache that indicate an ill-ventilated room, the mephitic atmosphere,—the restlessness that calls for exercise or change of employment.

In the course of eight years training it is not too much to expect of pupils not only to know the fundamental principles of health, but also some of the underlying physical and chemical laws; to know how to behave in the case of common accidents with fire, water, &c.; and to know the principal warning indications of Nature when her laws are broken; but also, to have formed firm and fixed habits of obeying these warnings as scrupulously as they would obey the dictates of conscience in matters of morals.

Our school returns show 5828 pupils receiving instruction in the laws of health. It would be a mistake, however, to suppose that more than one-tenth of that number have received such instruction. I have spoken of above.

This is owing somewhat to a defect in our course of study which merely mentions the subject of Hygiene without going into details. Besides, about two-thirds of our teachers, from their Grade of Licenses



supposed to know anything of Physiology, and can therefore be expected to teach it very efficiently. It is to be hoped these defects will be soon remedied.

#### MORALS AND PATRIOTIC DUTIES.

various attempts that have been made from time to time to moral instruction, simply by precept or from hand-books of do not seem either to have given general satisfaction, or to been very successful in producing improved behavior on the pupils. Such direct methods doubtless may be utilized to a extent, but, in our present circumstances, we must rely mainly direct agencies. How a child will behave seems to depend :

And mainly, upon the conduct of those whom he takes for *models*—their real, not their apparent conduct.

Upon his acquired and inherited will power.

Upon his intellectual culture, and

Upon his precept-taught knowledge of moral principles.

child's parents, teachers, and spiritual directors ought to be his *models*, but they can become so only by securing his sympathies, and respect. If they fail in this their influence on the formation of character will be negative or adverse. We see then the vital importance of the teachers' obtaining a hold on the affections of his pupils, otherwise by repulsion the teachers' good qualities may cause error.

viewed in the light of these principles, what are the public authorities doing to raise the standard of morals? I answer unhesitatingly, much in every way.

By the good qualities and examples of the teachers. As a body of teachers are exceptionally high morally. Judged by the most rigorous standards of ethics they all pass without censure. A great majority are, "earnest Christian men and women, whose influence is a great blessing."

By the discipline of the school room habits of order, punctuality, prompt obedience, neatness, and attention are much more easily taught in the school room than they can be in any ordinary

rigorous and harmonious development of the child's social life is secured only when, in company with others of his own age, he is to subordinate his wishes to the general good, to respect the rights of others, and to work with them for a common cause.

By pre-occupying the mind with some form of intellectual pursuit. A child having a passion for Botany, or deeply absorbed in reading, or deriving pleasure from Art and Literature, is not as likely

to become the victim of vice, as the one whose mind is a mere vacancy.

The training received in our public schools, therefore, tends strongly in the direction of morality and good citizenship.

#### TEMPERANCE.

According to the Teachers' Reports four-fifths of those attending school are receiving instruction in Temperance. Owing, however, to want of method and definiteness this subject receives but a small share of the attention which these figures seem to indicate, and which its importance demands. It is happily true that within the last few years there has been a very marked improvement in the habits of the people with regard to temperance. But intemperance is still one of the greatest curses. No other vice is productive of so much sin and misery. 'Education', says Bishop Ireland, "the elevation of the mind to liberty, and all that the age admires, is set at naught by the dread of evil." The wretched traffic in stimulants with its fearful progeny of suffering would, however, soon die of inanition if all our children were properly taught the nature and effects of the vile poisons, that destroy the body and debase the mind.

In Ontario, New Brunswick, Vermont, and other states, the instruction as to the nature and effects of alcoholic drinks and narcotics is required to be as thorough as in Arithmetic or Geography. In our own states, superintendents of education are required, under a penalty of \$100, to see that teachers are qualified to teach, and that so many of our children are taught the effects of alcoholic drinks, stimulants and narcotics upon the human system.

I would recommend that a graded course of lessons on these subjects be laid down in connection with the study of Hygiene, and that such course form a regular part of the work of every school department. A city ordinance, stringently carried out forbidding the use of tobacco to boys of tender years, would also be a step in the right direction. All parents, even those who are themselves ensnared by these terrible vices, are desirous of having their children saved from them, and they would cordially support any such movement.

#### NATURE LESSONS.

Nearly all the pupils of our schools receive two or three lessons each week on the science of Common Things. Beginning with Form and Color they proceed to study the qualities of minerals, to classify plants and animals, and become familiar with the elementary principles of physics, chemistry and physiology. There has been gratifying progress in this direction since the opening of the Summer School of Science. In consequence of its teaching and inspiration, there has been excellent science teaching in some departments, notably in Creighton's, of Compton Avenue School.



the session in Parrsboro last July, was attended by the following teachers :

Miss I. M. Creighton, Assistant Teacher in Botany.

" A. M. Cunningham, Morris St. School.

" E. Richardson, " "

" A. J. Mitchell, National " "

" M. H. Grierson, " "

" M. C. Brims, Bloomfield " "

" M. Bowden, Albro St. " "

" I. Brodie, " "

Mrs. Willis, " "

Miss A. C. Saunders, Albro St. School.

the great value of this kind of training is every year more manifested, it becomes necessary for teachers to qualify for teaching. Otherwise they cannot keep abreast of the times maintain their standing.

may be objected by some that the holidays are required for rest and recreation. Extended experience, however, proves change of environment, the intercourse of congenial companions, the pleasing mental stimulus of new ideas are more recreative than ignoble rest.

summer schools, originated by the grand and good Agassiz, are year becoming more popular and useful.

#### SINGING.

At January I issued the following circular to our teachers:—  
by general consent forms an important part of the course of

Its utility in voice-culture and physical development, in singing discipline and brightening school life, make it most desirable and almost necessary in every school room. Rote-singing partially a few of these advantages. As a rule, however, it is in a of voice to which it is not agreeable to listen. "Music implies sounds". The musical training in our schools should improve quality, tone, and compass of the voice, make the ear sensitive to discriminations of sound, and increase the pupils' love of good and their capacity for the enjoyment of it.

How can these important results be secured without taking too time from other studies, and without specially skilled teachers? This question has been completely answered in Great Britain, Paris, New Jersey, and other parts of the United States.

At some time a natural prejudice caused me to favor the staff rather than the Tonic Sol-fa system, but I have been compelled to a different conclusion within the last eighteen months, because:—

Some of our teachers have adopted the Tonic Sol-fa, and have obtained results by it, unattainable by the old system, unless by five

times the labor and time, and in the case of some primary departments altogether unattainable.

2. In England, Ireland and Scotland, where the mass of people are much more musical than in America, and where music reached much greater perfection, the Tonic Sol-fa is almost universal.

3. It is rapidly gaining ground in America. 500 American and Canadian teachers have declared emphatically in its favor.

4. I have not heard an adverse opinion from any person acquainted with both systems, and therefore qualified to judge between them.

5. For school purposes Tonic Sol-fa possesses this most important characteristic, that special musical talent is not necessary to teach successfully.

The issue of this circular was followed by the formation of a class for the study of Tonic Sol-fa. About 70 teachers gained a working knowledge of the system. Under the authority of the Teaching Committee, arrangements were made by which those able to teach music exchanged work at stated intervals with those who were not fortunate in that respect. As a consequence, there are now 5515 pupils learning to read music in our schools. It will be satisfactory for you to be informed that the Council of Public Instruction has endorsed the system, and that Tonic Sol-fa is regularly taught in the Provincial Model schools.

#### READING.

While no special excellence can be claimed for reading and spelling in the city schools, yet they are probably quite up to the average in those subjects. Elocution is receiving special attention from a few of our best teachers. Mr. Kennedy, Mr. Creighton, Miss Cunningham, Miss Power and Miss O'Donoghue are taking a thorough course from Miss McGarry, who has no superior in her own line in this Province. Others are enjoying great advancement and inspiration from a society founded by Professor Edgerly, on the Staftesbury system, and now under the direction of Secretary W. of the School Board.

These two agencies will give a much needed stimulus to reading in other departments besides those immediately benefited.

#### LANGUAGE, COMPOSITION, AND LITERATURE.

He who can express his thoughts readily, correctly and felicitously and who has thoughts worthy of expression, occupies a much-desired vantage ground in the warfare of life. I fear that some of our teachers are not sufficiently impressed with the importance of this group of subjects. They are too often content with fragmentary answers, barely indicating that the pupil possesses the required knowledge. They do not insist upon full and grammatically correct

which would develop power of expression. Familiar conversation which the pupils take part, descriptions by them in their words of what they observe, frequent written abstracts of their History and the Science of Common Things, would give them mastery of their own language,

not less important is the acquisition of a taste for good reading in the best forms of literature. Superintendent Kasper well

“In every period of life what one reads is always exerting an influence, by insensible degrees, its secret influence, wholesome or otherwise, depending on the character of the matter for which he has a liking. How imperatively then does it become our duty for teachers, to see that this liking has its roots firmly fixed in healthful and gradually to imbue the pupils of our schools with a love of literature that shall be a permanent part of their character. For this means more than any other, we can really and completely secure the salutary directors of the future mental and moral growth of our children.”

By directing attention to the beautiful thoughts and literary forms in the selection in the readers, teachers should encourage their pupils to read such of the English Classics as would “develop an appreciation of the sense of the beauty of true literary art forms.”

Cunningham, of Morris St. School, deserves special mention for her efforts and success in training her pupils in English Literature. She devotes ten minutes each day in school, and some time at home, to the recitation of her pupils during the last year committed to memory, of the hundred choice selections—besides noting the names and the important events in the lives of many of the authors.

#### DRAWING.

The ready use of the pencil confers upon the artisan, advantages not to those conferred by a mastery of the pen. The mechanic, the good draughtsman, is everywhere in demand, and soon becomes the master workman. But this is only a small part of what is to be said in favor of Drawing as a regular school study. Its general value is of far greater importance. While the hand is being trained, the mind and the powers of observation are being developed. The pupil is receiving mental and æsthetic culture of a high order. He is taught to discriminate between the truly beautiful and the ugly. In art he is brought into contact and sympathy with the highest human achievement.

In our public schools are advancing, though perhaps somewhat slowly, the teaching of Drawing. Nearly all the pupils are receiving instruction.

Free scholarships were offered by the Victoria School of Art and Design to High School pupils. After a competitive examination, they were awarded to Miss B. Perry and Miss E. Smith, of the Academy,

and to Miss A. O'Brien and Miss B. Mahoney, of St. Patrick's C High School. They are reported by the Head master as doing g work.

It is not necessary at the present time to refer to the other subj included in the course of study further than to say, that they receiving their due proportion of time and attention.

#### PROFESSIONAL TRAINING.

The Tables which gave occasion for the foregoing remarks s us also, that out of 112 teachers, only 27 have received the reg professional training provided by our Legislature for them at annual cost of about \$7000.

Professional training should be considered as important fo Teacher as for a Doctor or a Lawyer. It is so considered in Onta New Brunswick, and all countries which stand high educationa Of the teachers of the Province, only twenty per cent. hold Nor school diplomas. Halifax shows about twenty-five per cent.

While a Normal school training does not by any means imp successful teacher, yet the advantage is very great.

The excellent system is vogue with the Sisters of Charity, of selection of the fittest and the continual elimination of the u makes it almost impossible for a poor teacher to come from t ranks, yet even they would profit by an enlargement of their me horizon, by having the science of teaching added to their pract skill and admirable discipline.

The Seminary for school masters—the first Normal school established at Reims, by La Salle. In it, teachers received instruct in the organization and discipline of schools, and also in the subj to be taught in the common schools.

Brother Maurelian, after calling attention to the great w accomplished by La Salle, adds, "It behoves statesmen, educa and parents to insist that the best, the purest, and *the most skill* men and women be secured to deal with so important a matter as education of youth", and quotes with approval the words of Wh law Reid: "There is no place in the public service where bad w inefficient work, is more to be deplored than in the education children. If laws are badly made you can repeal them; if court not rule justly you can turn out the judges; if your rulers steal y money you can send them to Blackwell's Island; but if the sch are ill-managed, if the children are led astray, or even not led ari you are poisoning the life blood of the community. You migh well economize by mixing chalk and water with the milk for y baby as economize by getting ignorant people to open the gates knowledge for your children, or unfit people to mould their chara at the most impressible age."

owns find it profitable to have special training schools for teachers. It has occurred to me that for the benefit of those settled in the profession in Halifax such an institution started here—the various subjects in Pedagogy being taught by men as Prof. MacGregor, Prof. Seth, Principal McKay, and at all events, I am firmly convinced that the time has come when no person should be admitted into the teaching profession without a substantial guarantee of professional knowledge and skill.

#### ADVANCE OF LICENSES.

Our teachers, Messrs. Kennedy and Thompson, applied for Licenses, and were happily successful. They have since advanced to higher positions—Mr. Kennedy to the Academy, and Thompson to the Principalship of Albion St. School.

#### INCREASED ACCOMMODATION.

Attendance at Brunswick St. School is largely in excess of the accommodation provided. A new building is an immediate necessity. Departments are also required in Compton Avenue, Bloomfield, and Morris St. Schools.

#### ST. PATRICK'S GIRLS' HIGH SCHOOL.

This school has maintained its high standard of excellence during the past year. In addition to the usual number in the lower grades it has succeeded in graduating two grade B's—the only Licenses taken from the city schools at the last examination.

#### THE ACADEMY.

Mr. Phipps, for forty years the foremost figure in High School work in Halifax, has just retired from the Principalship of the Academy. One of the exceedingly few who, while strict in morals and never failed in winning the respect and affection of all his pupils without exception. Parents, themselves once, "Boys of the old School", thought it a great privilege to have the conduct and instruction of their children directed by one whom experience had proved an trustworthy guide—inclining and inspiring them to all good and high minded action. The venerable Dean will long be remembered though the Board was so fortunate as to secure as his successor one who made the name of Pictou Academy familiar throughout the Maritime Provinces.

There are now in the Academy about 190 pupils. The classification Table have been greatly simplified by a re-classification plan.

Our senior students receive all their tuition from Mr. Kennedy and Mr. Thompson—teachers of great ability. The pupils of this section



form two nearly co-ordinate Divisions, and are here prepared senior section, or for Grade D Licenses. An innovation in the section is that Latin with special drill in the derivation of words is taught to all the members of the class. If a pupil finishes his education at this point he has received a year's training in Latin, and has a fair knowledge of its relations to English, and understands the structure and primary meaning of hundreds of English words, to his small advantage in his future reading or study. If he is advanced to the senior section, he has an excellent foundation laid for the continuation of Latin, or for the study of French, in which he can make as much progress in one year, as otherwise he could in two years.

The Senior Section is divided into four Divisions, with a different set of teachers. Principal McKay in Science and Mathematics—Mr. James in Latin and Greek—Mr. James in French, German, and Dutch—Miss Mackintosh in English. The D Division prepares for Grade D Licenses,—the C Division for C Licenses or Matriculation,—the B Division for B Licenses, Law, Medical, or Civil Service examinations,—and the A Division for Academic Licenses, and for College Exhibitions and Bursaries.

Dr. Gilpin, and Messrs. Waddell and Denton, in retiring from the Academy, have the pleasure of finding their work crowned with brilliant success—six of their pupils having won Munro Exhibitions and Bursaries worth in the aggregate \$1400.

As experience is gained from the past we must expect even better results in the future. Already advanced pupils are presenting themselves for admission.

All of which is respectfully submitted.

A. MCKAY,  
*Supervisor*

HALIFAX, Nov., 1889.

## APPENDIX D.

## SPECIAL INSTITUTIONS.

## INSTITUTION FOR DEAF AND DUMB.

(Extracts from Principal's Report for 1889.)

DANCE.—Boys, 46 ; Girls, 28 ; Total, 74.

*By Provinces*—From Nova Scotia, 56 ; Newfoundland, 7 ; P. E. Island, 7 ; and New Brunswick, 4.

*By Counties*—Cape Breton, 2 ; Inverness, 1 ; Richmond, 4 ; Pictou, 3 ; Guysboro, 3 ; Annapolis, 5 ; Hants, 2 ; Queens, 1 ; Lunenburg, 1 ; Shelburne, 3 ; Kings, 1 ; Digby, 4 ; Cumberland, 7 ; Colchester, 9 ; Town of Truro, 1 ; Halifax Co., 3 ; Halifax City, 4.

The average annual attendance for the last seven years has been *sixty-six*, the average admissions *eleven*, and dismissals *nine*. The number from our own Province is increasing, last year being the largest ever had, a fact chiefly due to the more general appreciation of the Education Act of 1884.

## IMPROVEMENTS.

Several improvements have been made on the premises during the year, including a new Lavatory for the boys, better arrangements for ventilation, and a substantial and handsome pitch pine fence in front of the Institution grounds on Gottingen Street.

## THE SCHOOL.

The school work of the year has been carried on with some drawback of interruption and irregularity arising from sickness among the pupils, and also from the temporary absence of some of our teachers. The course embraces the elements of a common school education, including English, Geography, Arithmetic, History and Drawing. A course in Mechanics was given under Mr. J. S. McKay. During the past year a class was also formed for modelling in clay which we hope may prove successful. In Drawing, by the kindness of the Directors of the Nova Scotia School of Art, a class of our pupils is allowed once a week the use of one of the rooms with the models, &c., for practice. Mr. Harvey, the master, has also kindly aided the teacher and class by advising them otherwise.



As to the general course of instruction, we follow what is known as the *Combined Method*, which employs both *manual* and *oral* methods in teaching the English Language to the deaf. A certain number of the pupils are taught speech and lip-reading for a portion of each year. The others are instructed on the Manual Method. In order to make the oral department more efficient, a special teacher is required, whose entire time should be devoted to the work. Whatever difference of opinion may exist as to the comparative merits of the rival systems (the *Manual* and the *Pure Oral*) all are agreed that as many of the deaf as possible should have the opportunity of learning to speak and read the lips. It is generally admitted that whatever may be the proportion of the deaf who are capable of being taught (i. e. educated by articulation, almost all can be taught articulation, that is, taught to pronounce and use words as a means of communication with others, especially among friends and in the family circle. Even imperfect speech and lip-reading are often very useful and are highly prized by the parents and friends of the pupils. At the same time we do not believe the exclusive use of the Pure Oral System will secure the greatest good of the greatest number of the deaf. It may give greater facility for social intercourse (although this has not yet been demonstrated) but it seems inadequate to meet the intellectual, moral and spiritual necessities of the deaf after they leave school. These can only be properly met by lectures and services conducted in the Manual and Gestural language, which is always more effective with them than any other.

## CAUSES OF DEAFNESS.

It may be interesting to state the cause of deafness among the pupils of the past year. So far as we can learn, these have been as follows:—

Born deaf.....	45	Brain fever.....	1
Spinal disease .....	4	Scarlet fever.....	1
Spinal fever.....	1	Scarletina & Diphtheria .....	1
Spotted and spinal fever.....	1	Diphtheria .....	1
Cerebro Spinal Meningitis.....	1	Measles .....	1
Congestion of Brain & Meningitis..	1	Fits .....	1
Gathering in head.....	1	"Sickness" nature not stated.....	1
Scarletina and Diphtheria.....	1	No information.....	1
Total .....		7	

## PERIOD AT WHICH HEARING WAS LOST.

Deaf from birth.....	1
Lost hearing under 2 years of age.....	1
"    at 2 years and under 5 years.....	1
"    at 5 or more years.....	1
No information as to age.....	1
Total.....	7

## MARRIAGES OF THE DEAF.

effort is now being made by Prof. E. A. Fay, LL. D., of Wash-  
ington, to collect the statistics of marriages of the deaf, with a view  
to ascertain what bearing such unions may have on the question of the  
transmission of deafness in the offspring. Dr. A. Graham Bell, of  
international fame, who devotes much attention to this subject, has  
published an elaborate memoir setting forth the danger of the forma-  
tion of a *deaf variety* of the human species as a possible result under  
certain combination of circumstances, of such marriages. While  
believing Dr. Bell over-rates the danger, and believing the combination  
of circumstances as unlikely ever to occur, we consider the question as  
of much tendency of intermarriages among the deaf to be of much  
practical importance, and await the results of Prof. Fay's investigation  
of deep interest. In this connection the following figures regarding  
our pupils of our own institution will be found interesting.

Number of pupils admitted (*not* including those now at  
school.) ..... 270  
Number of pupils married..... 45

	Number Married.	Number of Children.	No. of Chil- dren deaf.
Married to deaf mutes.....	23	25	5
“ “ Semi-mutes*.....	5	8	0
“ “ hearing and speaking Partners .....	14	24	0
Totals.....	42	57	5

\* By Semi-mutes are meant persons who have acquired more or less speech, before  
losing their hearing.

The number of children credited to the above marriages to the  
present date is probably under the mark, as definite information is  
wanting in several cases, and some of the marriages are comparatively

late. Out of 34 marriages, representing 69 individuals, (one being twice  
married,) *there is only one case in which the offspring are deaf*, but  
this case includes the whole family of *five*. In the families on both  
sides of this union there were several deafmutes, while the father had  
two cousins deaf and dumb, and there were deafmutes in his  
family three generations back. This is therefore an exceptional instance  
of the general result so far as regards our former pupils, favors the  
opinion that deafness is not necessarily hereditary.

## ROYAL COMMISSION ON THE DEAF AND DUMB.

Before closing, I may be allowed to refer to the recently published  
report of the Royal Commission in England, on the deaf and dumb,  
marking an epoch in the history of deafmute education in the  
British Country. Originally this Commission was appointed for the  
purpose, but in January, 1886, it was reconstructed and enlarged in scope  
to include also the deaf and dumb. For nearly three years, and at a  
cost of over \$230,000, the commission was engaged in its work of

enquiring into the condition and education of the deaf and the blind, examining witnesses, inspecting the various institutions and systems in the United Kingdom, and in Paris, Germany, Switzerland and America. The results of their investigation have lately been published in a voluminous Blue Book for the information of the British Parliament.

For the deaf, the Commissioners *recommended the adoption of the Pure Oral System* of education, in preference to all others.

The value of this recommendation is however greatly lessened by the following among other considerations.

(1.) Few of the Commissioners had any previous acquaintance with the subject of deafmute education. There was not a single expert on the commission.

(2.) They *saw* nothing of the largest and most important deafmute operations in the English speaking world, the American schools, where the Combined System shows unsurpassed results, an omission suggesting the trite illustration of the tragedy of Hamlet with the part of Hamlet omitted.

(3.) The only two members of the commission, (Revd. C. W. Ogle and Revd. W. B. Sleight) who really knew anything practically of the condition and actual necessities of the deaf and dumb, dissented from the general finding on this the crucial question of the whole investigation.

(4.) Most of the headmasters of British Institutions for the deaf and dumb have united in publishing a protest in the London Times against the verdict of the Commission.

Apart however from points of controversy, the importance of the event arises chiefly from the fact that this is the first time in the history of education in England that the State has formally recognised the claims of the deaf to national attention, and the report will probably issue shortly in legislation by the Imperial Parliament securing to the deaf their proper places and privileges in the educational system of the country. Thus, after the lapse of at least one generation the Mother Country is following the example of her Colonial offspring among whom Nova Scotia had the honor of being one of the foremost if not the first, to make legislative provision for the education of deafmute children.

Respectfully submitted,

J. SCOTT HUTTON, M. A.,  
*Principal*

January, 13th, 1890.

## HALIFAX SCHOOL FOR THE BLIND.

*Extracts from Report of Board of Managers for 1889.*

submitting this, the Nineteenth Annual Report of the Halifax School for the Blind, the Board of Managers request for it the careful consideration of the members of this corporation as well as of the public generally.

Commencing in August, 1870, with four pupils, the School has but steadily increased in numbers up to the present time, when the total number of pupils enrolled is 33, of whom 31 are in actual attendance. During the earlier years, when the School was comparatively unknown, and when its field for usefulness was limited to the blind of the Province of Nova Scotia, the growth of the Institution was not in any way marked, but in recent years our constituency has been extended to the four Maritime Provinces, and a large increase in the number of pupils has been the result. During the year just closed, nine new pupils were admitted, and applications for three others accepted, and it is now apparent that the work being done by the School is being more than appreciated by the parents and relatives of those deprived of sight. Under these circumstances, your Board have taken into serious consideration the necessity of making provision for a larger School than we are at present in a position to accommodate, and so soon as the plans and specifications are agreed upon we purpose seeking legislative and financial assistance in providing funds towards the erection of at least one new building, of sufficient size to meet our requirements for at least a decade to come. The necessity that exists for this extension is set forth in the Report of the Superintendent, and we trust that the public-spirited friends of the Institution many will be found who are both able and willing to place the School in a position of increased usefulness to those for whose benefit it has been established.

The present condition of the several departments of the Institution is very satisfactory to your Board, and we feel confident that with the educational advantages now given to the blind of the Provinces, they are thoroughly fitted to maintain themselves after having graduated from the School. Of this we could adduce abundant evidence in reference to what the Superintendent has to say upon the subject, but suffice it that on our staff of teachers are four graduates of the Institution who are specially qualified to successfully discharge the duties devolving upon them. The other members of the teaching staff are doing excellent work, and as the staff is sufficiently large to undertake the instruction of an increased number of pupils, the cost of carrying on the School in this respect will not be materially augmented.

Since the year 1882 your Board has had associated with them, as a member, the Provincial Secretary of the Province of Nova Scotia,

and our experience of this representation upon the governing body of the Institution has been in every way pleasing and satisfactory. In view of the fact that the Legislatures of the Province of New Brunswick, Prince Edward Island and Newfoundland annually appropriate sums of money towards the education of their respective blind in this Institution, we think that it would be satisfactory to these Legislatures, as well as the parents and friends of the blind, to have the several Legislatures represented through their Provincial Secretaries or other Members of the Government, upon the managing Board of this School, and hence we propose, at the coming session of the Provincial Parliament, seeking such legislation as will enable us to thus increase the number of our Directors.

The memorial page which is inserted in this Report bears testimony to the worth and character of our late co-manager and President, Mr. S. Maclean, and we can only add that he will ever be regarded as one of the truest benefactors of the blind, and that the evident pleasure which he took in the work of this school has made his loss more deeply felt by all connected with the Institution.

It is gratifying to report that the health of the pupils has been good, and that with the exception of one young man who had to return to his home on account of the weak state of his lungs, we have had no cases of sickness.

#### *Extracts from Superintendent's Report.*

The table of attendance herewith submitted shows that 36 blind persons have been under instruction during the past year, 23 of whom were males and 13 females. Three of these have since graduated or left the school, and two others are for the present at their homes, making the actual attendance, Dec. 1st, 1889, 31, of whom 19 are males and 12 females. Of these 18 are from the Province of Nova Scotia, 10 from New Brunswick, 1 from Prince Edward Island, and 2 from Newfoundland.

TABLE ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered December, 1st, 1888....	14	10	3	27
Entered during the year.....	6	3	0	9
Graduated or remained at home....	2	1	2	5
Registered December 1st, 1889....	18	12	1	31

#### GENERAL MATTERS.

In previous reports I have outlined so fully the work of the several departments of the school that I deem it unnecessary to specifically refer to each of them in this publication, but it affords me pleasure to state that the educational work of these departments is being carried on efficiently and to my entire satisfaction.



Mr. Fletcher and Miss Hunter in the school department, Mr. Holm, Mr. Gray and Miss Sheraton in the musical department, Mr. [unclear] in the tuning department, Miss Creighton in the girls' work department, Mr. Baird in the boys' work department, Mr. Bowser in the [unclear] school, and Serg.-Major Bailey in the gymnasium, form a [unclear] staff of capable and zealous instructors, under whose tuition the [unclear] of the Maritime Provinces are afforded educational advantages [unclear] in no respect to those obtainable in similar institutions in Great Britain and the United States.

It has been my persistent aim to place this institution financially and [unclear] upon such a footing as would enable it to meet to the [unclear] extent the needs of the blind and gain for it the confidence and [unclear] of the public. In these efforts I have had the earnest co-operation of the Board of Managers, the hearty encouragement of the several [unclear] governments, and the cordial support of every man and woman [unclear] had given the question of educating the blind the slightest consideration.

The past record of the school and the success of its graduates are [unclear] known to the public, and I have faith to believe that it is a satisfaction to the people of these provinces to know that those who under [unclear] providence are destined to live without the blessing of sight, have [unclear] the educational advantages that in this enlightened age can be [unclear] within their immediate reach.

This at least is true of those who are now within the walls of the [unclear] institution, but owing to the fact that we have reached the limit of our [unclear] accommodation, it is evident that in order to make it true for the [unclear] blind of Nova Scotia, New Brunswick, Prince Edward Island and [unclear] foundland, an effort must at once be made to so extend our present [unclear]ing as to provide for an additional number of pupils.

The main building, in which the school is at present located, although [unclear] in many respects well adapted for the purposes for which it is used, has [unclear] special portion of it set aside for the musical department, and as a [unclear] consequence the eight pianos and organs now owned by the institution [unclear] placed in the hall-ways, school-rooms or bed-rooms. This fact has [unclear] to be pointed out, to prove that additional room in this respect is [unclear]ly required. The available sleeping-room accommodation for [unclear] is ample for a school of 18 boys and 12 girls, but its limit has [unclear] been reached, and additional sleeping quarters have become an [unclear] necessity.

The interest of the public in the institution has been evidenced on [unclear] many occasions when the school has been thrown open to visitors, [unclear] the need of an assembly hall in which our many friends can be [unclear] comfortably seated while listening to the exercises of the pupils, has [unclear] been so apparent that the representatives of the press have on more [unclear] one occasion urged upon your Board the necessity of taking imme-

mediate steps to have the same erected. We have at present school-room accommodation for 30 pupils, but with a further increase in our number an additional school-room will be required. To provide an assembly hall, music rooms and additional school-room and sleeping room accommodation upon an adequate scale, will necessitate the erection of a new building, which it is estimated will cost with heating apparatus and furniture at least \$10,000. The question is will the legislature and the public respond to an appeal for the funds necessary to carry out this work. I believe they will. I believe that when they understand that this institution will be restricted in its work and hindered in its growth unless the indicated extension is at once made, they will respond liberally to our call for assistance, and will enable you within a few months to undertake the construction of at least one wing to the present building. I trust your Board will vigorously push this matter to a successful issue and thus make it possible for us to admit as pupils all the teachable blind that may apply.

One consideration that leads me to desire that an assembly hall should be built in the new wing is that, in such a hall we should be able to place a pipe organ, and thus we could supplement the musical training of our pupils by preparing them to take positions as church organists. It is essential to the success of our graduates that they have some distinctive musical acquirement, which will at once secure them at least a livelihood, and as to the rest we can well leave that to the graduates themselves, whose thorough musical training is sure in the long run to win them success. While the health of our household throughout the year has been exceptionally good, for which we have deep cause for thankfulness, the officials and pupils of the school have suffered through the death of Mr. J. S. Maclean, the late President of your Board, sustained the loss of a sincere friend and councillor. Mr. Maclean's sympathetic disposition, kind heart, and excellent judgment, fitted him in a marked degree to fulfill the duties devolving upon him as President of the Board of Managers, and as one interested in the education and welfare of the blind, and his memory will ever be cherished with deep regard by those with whom he was brought in contact during the eighteen years in which he was connected with this institution.

The advantages resulting from having one well equipped Central School for the Blind is so thoroughly appreciated in the New England States, that the six governments of that section of the Republic unite in supporting the Perkins Institution, which is situated in the City of Boston. The legislatures of these States make annual appropriations towards the funds of this school, being equivalent to three hundred dollars *per capita* for each pupil in attendance. In all of these States the number of the pupils for whom legislative grants were voted was formerly limited, but in recent years legislation has taken a broader scope and the advantages of the Perkins Institution are now available to all the teachable blind youth within the confines of the New England States. This institution occupies a like position with respect to the Provinces



Nov Scotia, New Brunswick, Prince Edward Island and Newfoundland, the Government of Nova Scotia is represented upon the Board of Management I think it would be most desirable to have a representative of each of our sister provinces sit and meet with your Board. Such a Board, I believe, be in the best interests of the blind of these provinces as it would enable the respective governments to keep a direct oversight over the pupils for whose support they have become responsible, and would make the institution better known throughout the adjoining provinces.

Although we endeavor to give our pupils such a training as will best enable them to fight the battle of life, we recognize that the methods of educating the blind are rapidly improving, and that the occupations which they pursue with success, are slowly but steadily increasing in number.

Among our graduates two are engaged in business, and three in manufacturing, and as years roll on I trust that we will find many of them who have marked out for themselves new pathways of usefulness, far from the beaten tracks which have been followed by the blind of the past half century. With new fields open to inspire ambition, and with the breaking down of the public disbelief in their capacity to do what they find to do, the future of the blind is far from being gloomy or dark, and the future of this institution, under these circumstances, can readily be pictured.

## APPENDIX E.

## REPORT OF THE SUMMER SCHOOL OF SCIENCE.

The Third Annual Session of the Summer School of Science held at Parrsboro from July 22nd to August 2nd, 1889. It largely attended, as may be seen from the appended list of students to this Report.

The Officers and Instructors for the year were :—

*President.*—F. H. EATON, B. A., Normal School.

*Vice-President.*—C. W. ROSCOE, A. M., Inspector of Schools, Wolfville.

*Secretary.*—J. B. HALL, PH. D., Normal School.

*Local Secretary.*—I. C. CRAIG, Principal of Schools, Parrsboro.

*Instructor in Zoology.*—A. H. MCKAY, B. A., B. Sc., F. R. S. C.

“ *Physics.*—F. H. EATON, B. A., Normal School.

“ *Chemistry.*—A. E. COLDWELL, M. A., Acadia College.

“ *Botany.*—E. J. LAY, ESQ., Inspector of Schools, Amherst.

“ *Geology.*—G. T. KENNEDY, M. A., B. Sc., F. G. S., King's College.

“ *Mineralogy.*—A. J. PINEO, M. A., Pictou.

“ *Physiology.*—JOHN STEWART, M. D., Pictou.

“ *Astronomy.*—A. CAMERON, ESQ., Principal, Yarmouth Academy.

“ *Elocution.*—REV. J. BURWASH, D. Sc., Mt. Allison College.

“ *Surveying.*—A. G. McDONALD, M. A., Inspector of Schools.

*Assistant Instructor in Botany.*—MISS I. M. CREIGHTON, Principal, Compton Avenue School, Halifax.

*Instructor in Tonic Sol-fa.*—REV. JAMES ANDERSON, M. A., Musquodoboit.

Lecture rooms well supplied with physical and chemical apparatus were generously placed at the disposal of the science students by the Public School Trustees of Parrsboro. Several leading citizens subscribed to a fund which enabled them to give a fitting reception to the summer school, supplying an assembly room for public lectures and an excursion boat which conveyed the students to Blomidon and other points of scientific interest.

By the kindness of many leading citizens of Amherst one hundred members of the school were enabled to visit that town—including the visit and drive to Fort Cumberland, where Judge Morse delivered

of great historic interest, and also an inspection of the Chignecto Railway now in process of construction. During these and other shorter excursions many valuable Natural History specimens were collected. In the department of mineralogy particularly the students were so fortunate that a majority of the students returned from their schools throughout the Province well provided with all the characteristic Trap minerals.

Effectively prepared and very able lectures on current scientific subjects were delivered by Dr. Allison, Superintendent of Education, J. H. Sawyer, President of Acadia College, and Dr. Burwash of Mount Allison College.

Public entertainment, under the auspices of the school, in which lectures were given by Miss Wallace of Acadia Seminary, was very much appreciated.

Summer School of Science has during the last three years been an important factor in elevating the educational work of the Province.

Valuable scientific information has been imparted to a large number of teachers and in a less degree to the general public.

Professional skill has resulted from the laboratory and objective work pursued in the lecture room and in field work.

Much local interest on behalf of science has been excited. Its practical bearings on agricultural and manufacturing operations have been admirably explained by Principal McKay and others.

It has enabled teachers from widely different localities to become mutually acquainted and to know each others work—thus affording them valuable standards of comparison and enlarging their ideas and sympathies.

The large amount of field work, under such congenial conditions, proved most conducive to health, while the expense incurred has been small.

#### STUDENTS.

A. Christie, *Truro*; M. D. Turner, *do.*; R. P. Laird, *Parrsboro*; J. H. Cloney, *do.*; L. Kirkpatrick, *do.*; I. C. Craig, *do.*; H. Sproul, *do.*; J. Kerr, *do.*; D. E. Hatfield, *do.*; P. McCabe, *do.*; M. Gillespie, *do.*; H. Sproul, *do.*; E. Wotton, *do.*; L. Wotton, *do.*; S. L. Sproul, *do.*; J. H. Ks, *do.*; S. Jenks, *do.*; B. Cameron, *do.*; J. F. Gillespie, *do.*; J. Cole, *do.*; E. P. Morton, *do.*; P. A. Holmes, *do.*; P. A. Johnson, *do.*; H. Sproul, *do.*; C. A. Aikman, *do.*; A. Aikman, *do.*; M. A. Irwin, *do.*; A. Filmore, *Westmorland Point*; R. J. Wilson, *Halifax*; J. H. Kay, *do.*; A. M. Cunningham, *do.*; A. I. Mitchell, *do.*; M. H. H. n, *do.*; I. M. Bowden, *do.*; M. C. Brines, *do.*; A. C. Brines, *do.*; J. H. odie, *do.*; M. Brodie, *do.*; E. P. Willis, *do.*; S. F. Smith, *do.*; J. H. reighton, *do.*; E. Richardson, *do.*; A. Wadman, *Five Islands*;

C. E. Reid, *Somerset* ; B. McMahan, *Aylesford* ; W. F. Cogswell, *M*  
 F. J. A. McKittrick, *Kentville* ; L. M. Wilson, *Five Islands* ; H. S. S.  
*Berwick* ; J. W. H. King, *Truro* ; R. Davison, *Tidnish* ; M. L. Faul  
*Folly Village* ; N. E. Thomas, *Upper Canard* ; I. I. Landers, *Mar*  
*ville* ; L. Spencer, *Great Village* ; N. Forbes, *Little Harbour* ; B. Tu  
*Truro* ; F. Tupper, *do.* ; J. E. Moran, *Nentville* ; J. A. Up  
*Truro* ; P. Roman, *St. John* ; D. Bowden, *do.* ; G. Murphy, *do.* ;  
 Burgoyne, *Windsor* ; B. K. McLatchey, *do.* ; A. Harvey, *New*  
 A. D. Ross, *Amherst* ; A. Pugsley, *River Hebert* ; C. H. Pugsley  
 E. C. Elderkin, *Falmouth* ; P. N. Blackburn, *Avondale* ; E. M.  
*New Glasgow* ; P. Fraser, *Pictou* ; J. A. Travis, *Amherst* ; E. Fle  
*Acadia Mines* ; J. B. Peers, *Truro* ; A. E. Webster, *Kentville* ;  
 Hirtle, *Lunenburg* ; B. L. Heckman, *Bridgewater* ; S. A. Cree  
*U. Stewiacke* ; O. H. Cogswell, *Morristown* ; B. F. Porter, *Tru*  
 A. Martell, *Little Bras D'Or* ; L. A. Phillips, *Little Glace Bay* ;  
 Calkin, *Ithaca, New York* ; H. W. McKenna, *Kingston* ; E. H. Ste  
*Pictou* ; D. A. McKenzie, *do.* ; C. M. Crowe, *Selma* ; I. M. Lon  
*Guysboro* ; E. J. Longley, *do.* ; M. Anderson, *Musquodobit*.

A. MCKAY,

*Secreta*

P. S.—The fourth session of the school will take place at Parrs  
 commencing July 21st, 1890. Excursions will be made to the celeb  
 geological formations of the Joggins, to Spring Hill Mines, and to  
 of the interior lakes and water-falls not explored last sun  
 Advanced courses are offered in Zoology, Botany and Mineralo  
 addition to the regular work in all other subjects.

A

## APPENDIX F.

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VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

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(Incorporated 1888.)

OFFICERS AND DIRECTORS FOR THE YEAR 1889-90.

---

*President :*

DAVID ALLISON, LL. D., *Superintendent of Education.*

*Vice-President :*

HON. SENATOR POWER.

*Treasurer :*

MR. J. M. SMITH.

*Secretary :*

MR. A. MCKAY.

*Auditors :*

MR. J. M. DEWOLFE, MR. R. J. WILSON.

*Directors :*

*Ex-Officio :* { THE SUPERINTENDENT OF EDUCATION,  
THE MAYOR OF HALIFAX.

JAMES DEMPSTER,	MR. E. P. ARCHBOLD,
MICHAEL DWYER,	MRS. H. H. FULLER,
J. F. KENNY,	MRS. WM. LAWSON,
W. B. SLAYTER,	HON. SENATOR POWER,
F. S. WEST,	MR. J. M. SMITH,
J. C. MACKINTOSH,	MR. A. MCKAY,
ELLA RITCHIE,	MR. MICHAEL SHANNAHAN,
DR. P. J. MACGREGOR.	

---

TEACHING STAFF.

*Head Master :*

GEORGE HARVEY, A. R. C. A.

*Assistant Teachers :*

LARKIN, *Engineer*, CHAS. H. HOPSON, *Architect*,  
MISS L. CORNELIUS.

## SECRETARY'S REPORT.

HALIFAX, 27th Sept.,

*To the Members of the Victoria School of Art and Design.*

LADIES AND GENTLEMEN,—

Herewith I submit the statement of the Treasurer and other showing the state of the school.

In making preparation for last year's work your Directors anticipated a very large attendance. There had been enrolled on the previous year as many as 282 pupils. The eloquent writings of Mrs. Leonowens on the grand success of the World's Fair, were thought to have awakened such a general interest in Art among our people as to make it desirable to engage an additional teacher, and to open several new classes. We soon found, however, that the enthusiasm which had been awakened had not much of the element of permanency. The Fine Art Class, which formerly contributed most largely to the funds of the school, was thinly attended. In Etching, for which careful provision had been made, there was but one pupil. Such practical subjects as Wood-carving, Modelling, were represented by only nine or ten pupils. Less than 50 per cent of the B. class returned.

The only classes which could be said to have a satisfactory attendance were the Evening Classes in Model, Freehand and Mechanical Drawing, and the Children's Saturday class with 34 enrolled pupils.

The falling off in the paying classes entailed upon the school a loss of \$1200 in fees, while the additional teacher and an increase in salaries of the other teachers added \$1375 to the expenditure.

By stringent economy your Directors reduced other current expenses by over \$500, but that was unfortunately more than counterbalanced by a loss of \$175 on the "Thomas" property and a falling off in membership fees of \$400. We have therefore to report a deficit of over two hundred dollars.

Having failed to obtain a free site in the Public Gardens, your Directors purchased at auction the Thomas property on Barrington Street for \$6,600 with the view of fitting the upper rooms for use as a school. If a better site and building could be obtained, with the expectation of a sale in the meantime, the rent of the basement would pay the interest on the cost. After the deposit money had been paid, it was ascertained that a complete title could not be obtained. After some trouble Mr. Thomas was able to negotiate for the repayment of the deposit money—less

The rooms in use being unsuited for the purposes of the Art School, the Directors applied for the use of other rooms in the new City

unanimous vote of the City Council, that request was acceded to the Art School agreeing to pay the interest at 6% on the cost of the new rooms. A serious delay having occurred in the opening of the City Hall, it was found necessary to re-engage the rooms until the first of May.

account of the lessened attendance and want of funds, your were reluctantly obliged to dispense with the services of Mr. and otherwise to curtail their expenses.

Scholarships were offered for competition by Academy pupils. The won by Miss B. Perry and Miss C. Smith, of the Halifax Academy and Miss A. O'Brien and Miss B. Mahoney of St. Patrick's School. There are still four free scholarships open to the County Academies.

Directors have to acknowledge the addition to the Endowment of £5000 from the World's Fair—the wonderful success of which is accredited to the good management of our lady Directors, to Mr. Mackintosh, Miss Allison, Mr. James Dempster and other members of the World's Fair Committee.

Though the attendance for the ensuing year does not promise to be large yet, it is felt that it represents as much genuine artistic interest as the unnaturally large and unduly stimulated attendance of the previous year. That henceforward there will be as the product of the school a steadily growing constituency to improve and perpetuate its good work in the community.

A. McKAY,  
*Secretary.*

#### TREASURER'S REPORT.

TREASURER, *in account with* VICTORIA SCHOOL OF ART AND DESIGN.

Endowment Fund Account—receipts.....	\$15,482 75
Disbursements, 1888-9.....	2,688 17
	<hr/>
	\$18,170 92
Kentville Bonds.....	\$ 5,100 00
Halifax Consols.....	4,050 00
Receipts B. N. S.....	2,000 00
Acct., Disbursements..	5,876 51
of Acct., Bk. N. S.....	244 41
	<hr/>
	\$18,170 92

J. W. S.

and found to be correct.

J. M. DEWOLF, }  
R. J. WILSON, } *Auditors.*



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 DETAILED STATEMENT OF ACCOUNTS.
*Endowment Fund:*

Amount at close of first year.....	\$10,144
World's Fair.....	5,000
Subscriptions.....	338
	<hr/>
	\$15,482

*Current Account Receipts:*

School Fees....	\$ 901 98	
Government Grant .....	800 00	
Interest .....	636 12	
Membership Fees .....	80 00	
Loan to World's Fair, repaid.....	250 00	
Sundries .....	20 07	
	<hr/>	2,688
		<hr/>
		\$18,170

*Current Account—Disbursement:*

Salaries .....	\$ 3,184 99
Rent \$386.26, \$118.12.....	504 38
Fuel and Gas .....	120 85
Advertising and Printing ....	140 89
Outfitting.....	208 57
School Supplies.....	280 35
Compromise on "Thomas" Building....	175 00
General Disbursements.....	
Janitor and Curator, &c.....	303 45
Sundries .....	79 03

---

 \$4997 51

Balance Aug., 1888, including loan of \$250 to World's Fair .....	879 00
--	--------

---

 \$5,876 51

Town of Kentville Bonds..	\$ 5,100 00
City of Halifax Consols....	4,950 00
Deposit Bk. N. S.....	2,000 00
Open Account do .....	244 51

---

 \$12,294 41

---

 \$18,170

J. M. S.

## ATTENDANCE.

CLASS.	NUMBER OF STUDENTS.		
	1st Term.	2nd Term.	3rd Term.
, &c. (B) .....	14	11	11
ss (D) .....	1	1	2
.....	20	25	27
d .....	22	22	27
Ladies' College .....	11	13	17
.....	10	8	7
g .....	5	5	2
arving .....	6	3	4
" Evn'g .....	9	8	9
(C) .....	7	6	6
tural, 1st .....	7	5	8
2nd .....	6	11	7
.....	1	1	1
cal, 1st .....	27	21	18
2nd .....	11	10	8
ive .....	7	8	3
's .....	25	32	28
Pupils .....	118	117	118
.....	71	73	67
Total .....	189	190	185
Number of <i>different</i> Pupils .....	140	137	147

c.—A large class from the Institution for the Deaf and receiving free instruction in Freehand Drawing at the Art

THE  
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OF GREAT BRITAIN AND IRELAND  
VOLUME 31  
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1901

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10, Bedford Square, W.C.1





Edw. R 162

# ANNUAL REPORT

OF THE



SUPERINTENDENT OF EDUCATION

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA

For the Year ending 31st October,

1890.



HALIFAX, N. S.:

COMMISSIONER OF PUBLIC WORKS AND MINES,  
QUEEN'S PRINTER.

1891.

BY HERALD PRINTING AND PUBLISHING COMPANY, 58 & 60 GRANVILLE ST.





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1890.

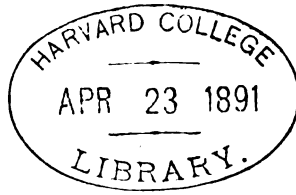


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1891.

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*By MacO'*

EDUCATION OFFICE,

HALIFAX, March, 1891.

R,—

I have the honor to transmit herewith, to be laid before  
s Honor the Lieutenant-Governor, my report on the Public  
hools of Nova Scotia, for the School year ended October 31,  
90.

I am, with respect,

Your obedient servant,

DAVID ALLISON,  
*Superintendent of Education.*

the HON. W. S. FIELDING, M. P. P.,  
*Provincial Secretary.*



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"	"	10.....

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PART I.

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GENERAL REPORT, 1890.

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# ANNUAL REPORT

ON THE

## PUBLIC SCHOOLS OF NOVA SCOTIA,

1889-90.

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HONOR, MALACHY BOWES DALY, ESQ.,

*Lieutenant-Governor of the Province of Nova Scotia :*

PLEASE YOUR HONOR,—

It is a pleasure in submitting the following Report on the Public Schools of the Province for the year ended October 31st, 1890. The satisfactory features of the statistics tabulated and set forth therein may be mentioned a very considerable expansion of operations, the numbers of schools and teachers for both terms being those of any previous year. The increase in the registered pupils of the Winter term, though small, was not looked for in view of the adverse influence of the prevalent influenza. That for the Summer term was considerably in excess of the normal. The attendance at each term was the highest on record.

No inferences to be drawn from the contents of the various reports are on the whole of an encouraging character.

## STATISTICAL ABSTRACT.

### 1.—SCHOOL SECTIONS.

Total number in Province .....				
" " 1889 .....				
Increase .....				
	Winter.		Summer.	
No. of Sections without Schools.....	287		149	
" " " 1889.....	314		178	
Decrease.....	27	Decrease,	29	Decrease

### 2.—NO. OF SCHOOLS, PUPILS, TEACHERS, &c.

		Winter.	Sum
Total No. Schools in Operation .....		2109	2
" " " 1889 .....		2069	2
Increase .....		40	Increase,
Total No. Registered Pupils.....		82794	88
" " 1889.....		82371	86
Increase .....		423	Increase, 1
Total number of Different Pupils during Year .....			103
" " " " " 1889.....			103
Decrease .....			
Total No. of Teachers and Licensed Assistants employed .....		2142	2
" " " " 1889 .....		2107	2
Increase .....		35	Increase,

### 3.—PROPORTION OF POPULATION AT SCHOOL, &c.

		Winter.	Sum
Proportion of Population at School.....		1 in 5.3	1 in
" " " " 1889..		1 in 5.3	1 in
Increase .....			1 in
Proportion of Population during year .....			1 in
" " " 1889 .....			1 in

	Winter Term.	Summer Term.
Pupils daily present on an average for time in session .....	48324.1	50915.1
" " " " 1889 .....	49773.	50302.4
Decrease .....	1448.9	Increase, 612.7
Pupils daily present on full term average .....	46514.9	48129.
" " " " 1889 .....	47764.3	48401.5
Decrease .....	1249.4	Decrease, 272.5
Percentage of Pupils daily present on average for time Schools were in session .....	58.3	57.7
" " " " 1889 .....	60.4	58.1
Decrease .....	2.1	Decrease, .4
Percentage of Pupils daily present on an average for full term .....	56.2	54.5
" " " " 1889 .....	57.9	55.9
Decrease .....	1.7	Decrease, 1.4
Total days' attendance .....	5343943	5218297
" " " 1889 .....	5426683	5177466
Decrease .....	82740	Increase, 40831

## 4.—CLASSIFICATION OF TEACHERS.

	Winter Term.	Summer Term.
Elementary Class (Grade A) .....	46	46
" " " 1889 .....	44	43
Increase .....	2	Increase, 3
Class (Grade B) Male Teachers ..	172	163
" " " " 1889 .....	184	181
Decrease .....	12	Decrease, 18
Class (Grade B) Female Teachers	134	134
" " " " 1889 .....	136	128
Decrease .....	2	Increase, 6
Class (Grade C) Male Teachers.	220	188
" " " " 1889 .....	219	187
Increase .....	1	Increase, 1

	Winter Term.	Summer Term.
Second Class (Grade C) Female Teachers	813	87
" " " " 1889	808	88
Increase .....	5	Decrease, 1
Third Class (Grade D) Male Teachers ...	147	16
" " " " 1889	138	15
Increase .....	9	Increase, 1
Third Class (Grade D) Female Teachers .	586	69
" " " " 1889	561	65
Increase .....	25	Increase, 3
Total No. Male Teachers .....	583	55
" " 1889.....	583	56
		Decrease,
Total No. Female Teachers .....	1535	170
" " " 1889.....	1507	167
Increase .....	28	Increase, 3

## 5.—PERIOD OF SERVICE OF TEACHERS.

	Winter Term.	Summer Term.
No. of Teachers engaged in same sections	1116	138
" " " " 1889	1058	137
Increase .....	58	Increase,
No. of Teachers removed to another section	745	72
" " " " 1889	726	67
Increase .....	19	Increase, 5
No. of new Teachers.....	257	15
" " 1889.....	306	18
Decrease .....	49	Decrease, 2

## 6.—SUMMARY OF GOVERNMENT EXPENDITURE ON PUBLIC SCHOOLS.

	Winter Term.	Summer Term.
Common Schools.....	\$82000	\$8550
" " 1889.....	82000	8550

Academies .....	\$13640 00
" 1889.....	13356 66
Increase.....	\$283 34
ment Expenditure assignable to Counties.....	\$181140 00
" " " 1889....	180856 66
Increase.....	\$283 34
ion of Schools .....	\$12677 66
" 1889.....	12183 34
Increase.....	\$494 32
nation of Teachers.....	838 53
" 1889.....	903 23
Decrease.....	\$64 70
ing Expenses Normal School Pupils.....	\$767 65
" " " 1889.....	990 55
Decrease.....	\$222 90
.....	\$3000 00
1889.....	3000 00
ing Expenses Superintendent .....	400 00
" " 1889 .....	400 00
Expenses .....	1626 73
" 1889.....	1451 95
Increase .....	\$174 78
ment Expenditure not assignable to Counties....	\$19310 57
" " " " 1889	18929 07
Increase.....	\$381 50
overnment Expenditure in aid of Public Schools.	\$200450 57
" " " " 1889	199785 73
Increase.....	\$664 84
ion for the Deaf and Dumb and Halifax School for	
e Blind .....	\$4425 00
" " " " 1889	4042 50
Increase.....	\$382 50

Normal and Model Schools .....	\$7343
"            "            1889.....	7068
Increase .....	\$275
School of Agriculture.....	\$1215
"            "            1889.....	2025
Decrease .....	\$810
Total Government Expenditure for Education .....	\$213433
"            "            "            "            1889.....	212921
Increase .....	\$511

## 7.—TOTAL EXPENDITURE FOR PUBLIC EDUCATION.

Gov't Expend. for Public Schools .....	\$200450	57
"            "            Inst. for Deaf and Dumb and		
Halifax School for the Blind	4425	00
"            "            Normal and Model Schools..	7343	00
"            "            School of Agriculture .....	1215	00
		<u>\$213433</u>
Local Expenditure—County Fund .....	\$118349	60
Assessment on Sections for support of Schools	326069	50
"            "            Buildings and Repairs	51459	50
		<u>495878</u>
Total Expenditure for Public Education .....	709312	
"            "            "            "            1889.....	672919	
Increase .....	<u>\$36393</u>	



## SCHOOL STATISTICS.

These will be found in detail in Tables I–VI, but for convenient reference a summary and comparative view of those of chief importance have been presented in the foregoing abstract.

*Sections without Schools.*—Only sixty-six sections, embracing a few ones in which school organization had not been fully perfected at the end of the year, are reported as having had no schools in operation during either of the terms. In comparison with the figures of the preceding year this is a decrease of sixteen. The gratifying result is largely due to the persevering efforts of the Inspectors to extend the benefits of our school system to the most remote and thinly settled parts of their respective districts. The sections without schools are thus distributed among the various counties:—

Annapolis .....	5
Antigonish .....	0
Cape Breton .....	10
Colchester .....	3
Cumberland .....	9
Digby .....	3
Guysboro .....	1
Halifax .....	7
Hants .....	0
Inverness .....	8
Kings .....	0
Lunenburg .....	1
Pictou .....	3
Queens .....	2
Richmond .....	3
Shelburne .....	2
Victoria .....	8
Yarmouth .....	1

*Number of Schools and Teachers.*—In the winter term 2142 teachers were employed and 2109 schools were in operation, increases over the corresponding year of 35 and 40 respectively. In the summer term there were 2243 schools, employing 2287 teachers, or 50 schools and 30 teachers in excess of those of the corresponding term of 1888–9. That the number of schools has increased for several years past more rapidly than that of teachers, is explained by the fact that changes in teachers during the progress of a term are less frequent than formerly. The increase in schools is due partly to the expansion of educational area mentioned in the preceding paragraph, but chiefly to the multiplication of departments in organized sections. In respect of both schools and teachers, the record of the year in both its terms is the highest yet attained.

*Attendance.*—The following is a statement of the registered tendance of pupils from 1866 to 1890 inclusive:—

YEARS.	No. of Pupils registered in Winter.	No. of Pupils registered in Summer.	No. different Pupils registered during the year.
1866.....	45131	56017	71059
1867.....	61818	70075	83048
1868.....	65983	72141	88707
1869.....	72756	75523	93732
1870.....	74321	76237	94496
1871.....	74759	77235	92858
1872.....	70780	76496	91637
1873.....	70320	78266	93759
1874.....	72645	79910	93510
1875.....	76349	81878	94029
1876.....	77593	82034	94162
1877.....	80788	83941	100710
1878.....	81523	84169	101538
1879.....	81640	84356	99094
1880.....	73978	78808	93700
1881.....	77468	80189	98148
1882.....	76888	81196	95912
1883.....	79091	81863	98307
1884.....	80041	84266	101069
1885.....	81472	86578	103288
1886.....	84570	86858	105410
1887.....	84217	86731	105137
1888.....	82486	86582	105231
1889.....	82371	86488	103688
1890.....	82794	88170	103597

The following is a statement of the registration of the past years by counties:—

	1889.	1890.
Annapolis .....	4658	4664
Antigonish .....	4022	3829
Cape Breton.....	7129	7332
Colchester.....	6635	6457
Cumberland .....	7511	8219
Digby .....	4783	4688
Guysboro .....	3919	4025
Halifax Co .....	6862	6817
" City.....	7127	7290
Hants .....	5762	5558
Inverness .....	6604	6462
Kings .....	5763	5539
Lunenburg .....	7810	7478
Pictou .....	7948	7830
Queens .....	2564	2484
Richmond .....	2847	3035
Shelburne .....	3806	3821
Victoria .....	2718	2830
Yarmouth.....	5220	5239

compared with the previous year, there has been no appreciable change in the proportion of the population enrolled as at school during the Winter term nor during the year as a whole. The registered attendance for the Summer term exceeded that of any previous term in the history of our educational system, and shows a proportional increase represented by the difference between 1 in 4.9 and 1 in 5, or approximately by 1 in 262 of the entire population.

The Provincial average of attendance (1 in 4.2) was exceeded in the following Counties:—Cumberland, 1 in 3.3; Lunenburg, 1 in 3.8; Antigonish and Shelburne, 1 in 3.9; Yarmouth, 1 in 4; Colchester, 1 in 4.1; Cape Breton, Digby, Hants, Kings and Queens make the Provincial average 1 in 4.2. The following fall below the general average:—Halifax, 1 in 4.3; Pictou, 1 in 4.4; Guysboro and Victoria, 1 in 4.4; Pictou, in 4.5; Halifax, 1 in 4.6; Antigonish, 1 in 4.7; Richmond, 1 in 4.9; Halifax, 1 in 5. As these proportional calculations are based on the statistics of 1881, counties which have gained most rapidly in population since that date necessarily appear to the best advantage.

*Regularity of Attendance.*—The following table shows the percentage of registered pupils daily present on an average during the period the schools were open for the respective terms of the past eight years:

	Winter.	Summer.
1882.....	55.2	55.4
1883.....	56.9	56.5
1884.....	57.8	57.2
1885.....	57.6	58.
1886.....	59.7	59.5
1887.....	57.9	59.2
1888.....	57.6	57.6
1889.....	60.4	58.1
1890.....	58.3	57.7

When reduced to the basis of the full number of teaching days in the respective terms, the percentages stand as follows:

	Winter Term.	Summer Term.
1882.....	52.	51.7
1883.....	53.7	52.7
1884.....	54.8	53.6
1885.....	54.7	54.8
1886.....	57.1	57.1
1887.....	56.7	56.8
1888.....	55.3	55.4
1889.....	57.9	55.9
1890.....	56.2	54.5

These percentages measure both the regularity of attendance and the length of time during which the schools were in operation.

## PERIOD OF SERVICE, SEX, AND SALARIES OF TEACHERS.

During the winter term 1,116 teachers continued to teach in the same sections in which they taught the preceding term; 745 removed to other sections, while 257 engaged in teaching for the first time. During the summer term the corresponding figures were 1,384, 745, and 157.

Of the 207 male teachers of the academic and first classes (grades A and B) in charge of schools during the summer term, 97 have been in service for upwards of *seven* years; 19 for upwards of *five* years, and 37 for upwards of *three* years. Altogether, of the 207 male teachers of the higher grades (A and B) 153 have been in service upwards of *three* years.

Of the 1,015 female teachers of the first and second classes (grades B and C) employed during the summer term, 248 have been in service upwards of *seven* years; 134 for upwards of *five* years, and 216 upwards of *three* years. Altogether, of the 1,015 teachers of the higher grades, 598 have been in service for more than *three* years.

In regard to sex, the teachers in the public schools (an average between the two terms being taken) are classed as follows:—Male, 571; Female, 1,621. As compared with the preceding year, the number of male teachers has decreased by 1, and that of female teachers increased by 31.

The average salary throughout the Province for male teachers of the first class was \$439.96 as compared with \$437.84 in 1888-9. The highest averages paid such teachers were in Halifax City, \$861.98; Colchester, \$611.98; Yarmouth, \$539.68. The average of salaries above the general average in the following other counties:—Pictou, \$533.51; Halifax Co., \$495.48; Cumberland, \$457.48; Hants, \$453.38.

The Provincial average for female teachers of the first-class was \$299.02, as compared with \$297.29 of previous year. The three highest averages were in Halifax City, \$450; Halifax Co., \$364.48; Shelburne, \$339.48. The general average was exceeded in Hants, \$326.15; Colchester, \$318.48; Yarmouth, \$313.48; Kings, \$318.38.

The general average for male teachers of the second class was \$249.33, as compared with \$250.31 in 1889. The three highest averages were: Hants, \$318.43; Kings, \$296.33; Yarmouth, \$313.48.

The Provincial average for female teachers of the second class was \$221.05, as compared with \$223.01 in 1889. The three highest averages were:—Halifax City, \$360; Yarmouth, \$259.00; Halifax Co., \$258.10.

Provincial average for male teachers of the third class was , as compared with \$182.27 in 1889. The three highest were :—Digby, \$261.74 ; Kings, \$250.74 ; Halifax Co., \$248.74.

Provincial average for female teachers of the third class was , as compared with \$161.11 in 1889. The three highest were :—Halifax City, \$300 ; Yarmouth, \$170.87 ; Digby,

It will be seen that the returns show for first-class teachers of both small increases in average salaries, but for the other grades slight, in some cases scarcely appreciable, reductions.

It may be explained that the general or Provincial averages above are struck on the basis of *County* averages, and thus represent approximately the actual average salary of all the teachers of a particular grade throughout the Province. If in a County there are few teachers of a given grade, the salaries received by these few necessarily exert a disproportionate influence in determining (or parent) Provincial salary of that grade.

## EXAMINATION FOR TEACHERS' LICENSES.

Part X contains in detail the statistics of the last annual examination for teachers' licenses. The following is a summary :—

In 1890, the total number of candidates examined, 1244 ; in 1889, 1201 ; decrease, 43.

Number of candidates examined for Academic License, in 1890, 189 ; in 1889, 185 ; decrease, 4.

Number examined for First Class License (Grade B), 1890, 163 ; in 1889, 168 ; decrease, 5. Licenses issued in 1890, 88 ; in 1889, 43, decrease, 45. Divided between the sexes the results stand as follows :  
 No. of male candidates, 1890, 94 ; 1889, 93, increase, 1. No. of licenses issued to male candidates, 1890, 49 ; 1889, 22, increase, 27.  
 No. of female candidates, 1890 ; 69 ; 1889 ; 75, decrease, 6. No. of licenses issued to female candidates, 1890, 39 ; 1889, 21, increase, 18.

No. of candidates examined for Second Class, (Grade C), 1890, 1070 ; in 1889, 683 ; increase, 34. Total number of licenses issued for Second Class candidates 1890, 207 ; in 1889, 183 ; increase, 24. Divided into relation to sex these items stand ; Number of male candidates, 1890, 173 ; 1889, 145 ; increase 28 ; Number of licenses issued to male candidates, 1890, 58 ; 1889, 40 ; increase, 18. Total



number of female candidates, 1890, 477; 1889, 538; decrease, 61. Number of licenses issued to female candidates of the Second Class, 1890, 149; 1889, 143; increase, 6.

Total number of candidates for Third Class (Grade D), licenses, 1890, 418; 1889, 418. Total number of licenses issued to Third Class candidates, 1890, 149; 1889, 143; increase, 6. Analyzed in relation to sex, these items stand: number of male candidates, 1890, 81; 1889, 93; decrease, 12. Number of licenses issued to male candidates, 1890, 30; 1889, 30. Total number of female candidates, 1890, 337; 1889, 325; increase, 12. Number of licenses issued to female candidates, 1890, 119; 1889, 113, decrease, 6.

Of the whole number of applicants for license, 452 received a license of some grade applied for, in comparison with 382 in 1889, an increase of 70. Of the whole number of applicants, 718 received licenses of some grade as compared with 715 in 1889, an increase of 3, while 526 failed to obtain licenses of any kind, in comparison with 572 in 1889. Of the candidates obtaining license, 1890, 526; 1889, 572; decrease, 46. Of the candidates obtaining license, simply maintained the grade previously held, a comparative decrease of 30, while 8 sank to a lower class. The number of candidates holding license prior to the examination and succeeding in obtaining an advance of grade was 172, as compared with 118 in 1889, an increase of 54. The number obtaining for the first time license of some class was 432, as compared with 433, a decrease of 1.

The examinations are uniform for each class of license respectively and are conducted by printed questions and written answers. The written papers are valued (in parts of 100) by the Provincial Examiners, who have no means of knowing either the personality or residence of the candidate. Licenses valid throughout the Province are issued under the seal of the Council of Public Instruction to successful candidates. For the due protection of the interests of the Province and of candidates, awards are in all cases made in accordance with the published Standards of Examination. All possible pains are taken that the questions of a given year, while avoiding repetition, shall not differ too sharply in point of difficulty from those of the preceding examination, proper allowance of course being made for the general progress of education in the country. The following table showing the *percentages* of successful applicants in each of the three lower classes during the past ten years, will be of interest. It may be observed that, as a rule, whenever the number of applicants for a grade has been exceptionally large, the percentage for that year shows a more or less marked decline.

	FIRST CLASS, Grade B.		SECOND CLASS, Grade C.		THIRD CLASS, Grade D.	
Percentage of applicants who received the License applied for.						
	Male.	Female.	Male.	Female.	Male.	Female.
1881 .....	41	57	44	45	41	39
1882 .....	49	45	38	36	25	40
1883 .....	45	59	36	35	29	45
1884 .....	49	53	32	41	36	50
1885 .....	43	58	43	41	34	35
1886 .....	45	41	40	40	30	23
1887 .....	33	26	40	33	27	21
1888 .....	55	51	34	33	31	34
1889 .....	23	28	27	26	32	34
1890 .....	52	56	33	31	37	35

## STUDIES OF PUPILS.

e VI. contains a statement of the number of pupils receiving  
tion in the various branches, according to the provisions of the  
of Study for Common Schools and that for High Schools  
ively. The following summary is given to promote convenience,  
e details as furnished in the table will repay investigation.

## COMMON SCHOOL COURSE—(Eight Grades.)

	Winter Term.	Summer Term.
Total Registration.....	82794	88170
Lessons on Health .....	42542	47759
" Temperance .....	34229	40578
" Moral and Patriotic Duties. ....	38761	45184
" Nature (familiar objects, phenomena and laws) ..	50446	58347
Reading (theory) .....	10117	19163
" (by rote) .....	26112	32010
Reading, Grades I.-VIII. ....	78551	83893
" II.-VIII. ....	66976	66621
" I.-VI. ....	52139	59182
Grammar, " VII. and VIII. ....	16081	15196
Composition, " " " ....	11709	10752
Geography, " III.-VIII. ....	47035	45635
History, " V.-VIII. ....	27495	25754
Arithmetic, " I.-VIII. ....	76118	79685
Algebra, Grade VIII. ....	4720	4351
Geometry, " " ....	2918	2947
Writing, Grades I.-VIII. ....	73837	77223
Drawing, " I.-VIII. ....	37693	41631
Book-keeping, Grade VIII. ....	3994	2564
Latin, " " ....	226	265



## HIGH SCHOOL COURSE.—(3 Years.)

*(Attendance in the County Academies is included.)*

	Winter Term.	Summer T
English Language .....	2351	2449
English Literature .....	478	542
Geography .....	2782	2505
History .....	2787	2527
Arithmetic .....	2943	2621
Geometry .....	2836	2533
Algebra .....	2792	2581
Practical Mathematics .....	265	233
Drawing .....	919	720
Book-keeping .....	1782	1697
Physics .....	888	446
Botany .....	472	1363
Chemistry (Inorganic) .....	627	328
Chemistry (Agricultural) .....	51	134
Physiology .....	453	277
Geology .....	32	88
Latin .....	1115	1138
Greek .....	213	184
French .....	696	614

When compared with the corresponding figures of recent years these returns bring into strong relief a fact to which I have been pleased to direct attention in previous Reports, a gradual approximation to uniformity, under the influence of the established course of study, in the general range and character of our school work. In the opinion is expressed by one or more of the Inspectors of Schools (see reports in Appendix B) that we have reached a point at which sufficiently reliable returns would be secured by simply assuming that the studies of the pupils exactly correspond with the theoretical provisions of the grades under which they are entered. But granting as is the general tendency indicated by the above figures, no analysis of them is required to show that they differ materially from the data which the assumption in question would have supplied. In any case absolute accuracy is unattainable; yet nothing should be assumed which is capable, within close approximations, of being ascertained. During my own administration of office, questions have arisen within view of which it was of great moment to know nearly as could be, the number of pupils receiving instruction in each particular subject of each successive standard, while educational statisticians seem agreed that this particular class of information is of great importance. I have reason to believe that the practical object aimed at by the suggestion of the Inspectors can be gained in some other

Many, if not most, of our Schools are now supplied with prescribed Manuals of Health and Temperance, and lessons of a more or less formal character on these subjects are being given year by year.

creasing number of pupils. The lessons on temperance are under authority conferred by the following Regulation of the Council of Public Instruction :

Temperance Lesson Book of B. W. Richardson, M. A., LL. D., F.R.S., placed on the list of books recommended for the use of teachers. Trust schools are requested to supply a copy of this book to each of the teachers employed, and all teachers of Public Schools are authorized and requested to give their pupils, according to age and capacity, oral lessons based on its

A regulation was adopted in response to memorials from churches and temperance organizations, from prominent representatives of the community. Assurances were subsequently received that the action taken by the Council was highly satisfactory. At a later date the Provincial Department of Ontario put in force a substantially similar provision, and had published under its authority a revised and second edition of Richardson's Lesson Book under the altered title of *School Temperance: Lessons on Alcohol and its Action on the Human System*. This edition, which is sold at twenty-five cents a copy retail, was substituted by our own Council of Public Instruction for the English Lesson Book. The instruction imparted in this book of school work varies from mere familiar "talks" in the elementary grades to lessons of a more elaborate character to the advanced

Many teachers have thrown themselves into the movement with energy and enthusiasm, though reports are occasionally received of difficulty having been experienced in arranging and presenting the subject in such a form as to interest the pupils and give promise of realizing the object sought. The difficulty has been much reduced by the introduction of the revised edition of the Lesson Book, which is written in a clear and simple style, presents its subject in an orderly and progressive manner, and is remarkably free from perplexing technicalities. On some of the more minute physiological effects of alcohol, its teachings, perhaps, go beyond the demonstrations of science absolutely warrant. But these are not the points likely to be made most prominent in the subject within the range of the capacity of children, no objection need be taken against the book on this score. On the whole, I know of no reason why a teacher of ordinary intelligence and education, especially with the aid of the suggestions involved in the chosen questions appended to each section, should find serious difficulty in collecting and arranging materials for useful and appropriate lessons. The Council of Public Instruction has under consideration a proposition emanating from a highly respectable and influential Temperance Organization, the Woman's Christian Temperance Union, to institute direct textual instruction for the method of oral lessons in Nova Scotia and Ontario. In view of the exceedingly favorable reports received as to the working of this method in the Province as well as the satisfactory measure of success attained by ourselves, the Council, in my opinion, has acted wisely in giving full time to consider the bearings and probable effects of the proposed change.

Within the sphere of common school work an approved lesson is one in which the perceptive faculties of the pupils are brought into direct action, and from an educational point of view its value is commensurate with the extent to which those faculties are developed and trained. Thus judged many of the lessons on natural objects and phenomena given to the elementary classes are confessedly imperfect. Occasionally time is wasted in teaching what a few preliminary questions properly put would have shown the pupils already knew. Other times in trying to teach what it is impossible for them to learn. Instead of being trained to examine, classify and generalize for themselves, within the simple limits possible to children, the pupils' minds are too often made the depositories of complex information altogether defying their powers of intellectual digestion, which the teachers, for their supposed benefit has abstracted from some hand-book or encyclopedia, and dignified by the name of an "oral lesson." The true test of science works according to other methods, and through various helpful agencies to which I have referred in previous Reports. The presence in our school rooms is each year making itself more strongly felt. With Carlyle he recognizes that "to sit a passive bucket and be pumped into, whether you consent or not, can in the long run be no more exhilarating to no creature"; his own words are few, but suggestive, properly interspersed with questioning and recapitulation; he lightly brushes away the irrelevant and carefully brings out and emphasizes the important; above all he gets and holds the sympathy of the pupils, the ones whom he is guiding into the fields of knowledge by placing himself on a common level with them as an humble searcher after truth.

As to the general character of our schools and of the work done in them, reference may be advantageously made to the Reports of the various Inspectors. So far as a general statement may be hazardous, I venture to pronounce the teaching of the staple instrumental branches to be characterized on the whole by a tendency towards improvement. Especially in the primary classes the instruction is becoming less formal, more natural and realistic, better adapted to the true ends of education. The relation between the intellectual progress of children and the order and discipline of the school is more intimate than it was generally supposed. In this view, too, signs of progress can be discerned. Our schools are more largely controlled by the skill, character and personal influence of the teacher than by the mere formal authority, or the terror inspired by the rod. Prizes, which I consider perfectly worthless as incentives to the right kind of exertion are, however, still sometimes given; but the usage is dying out, and teachers are less likely to rack their brains less than formerly to invent pains and penalties for the dull or the delinquent. More work is done in the class and less assigned to the children to be memorized or wrought out laboriously at home. There is room, however, for further improvement in this direction. In too many cases the "home lessons" embrace the whole round of scholastic duty for the next day, which the pupil is expected to master and prepare for recitation by his own independent effort. The best teachers use such exercises rather to illustrate and fix in memory lessons which have been already explained in school, than to break new ground or call for new mental effort. Problems

eady mastered, short parsing and analytical exercises, an out-  
 any similar requirement that a pupil in ordinary health can  
 without undue exertion, consistently with attention to other  
 and retiring at an early hour, are open to no practical objection.  
 uch exercises have a decided influence for good in training  
 ls to the habits of application and of the improvement of  
 l in awakening in parents an interest in the education of their

### COUNTY ACADEMIES.

ulars in relation to these Institutions will be found in Table  
 also references to their working in various inspectoral  
 The following is an abstract of County Academy registration  
 four years during which the "Act to Encourage Academic  
 n" has been in operation.

	Total Registration.	Average Attendance— Winter Term.	Average Attendance— Summer Term.
.....	1519	882	716
.....	1482	888	714
.....	1505	870	734
.....	1414	819	694

be observed that there has been no marked increase in the  
 ce at this class of our Public Schools since a settled order of  
 was introduced by the legislation under which they are at  
 conducted. This is, however, by no means a discouraging  
 n. The qualifications for entrance are more rigorously tested  
 year, and a larger proportion of the pupils found in the  
 l classes. Any exceptions to this general tendency naturally  
 the case of some small towns where more or less difficulty is  
 ced in maintaining the required average of attendance. While  
 not be true to state broadly that the weak institutions are  
 g weaker, as some signs of growth and progress are almost  
 ere discernible, it is nevertheless the fact that the distinction  
 the smaller schools and the larger and better equipped  
 es is constantly becoming more marked. Indeed to place  
 a common class partakes somewhat of the anomalous.  
 t as our system of secondary education is in many of its  
 in according preferential consideration to certain places from  
 fact of their being county towns, it seems somewhat lacking  
 e to important communities whose public spirit provides High  
 advantages in many respects superior to those furnished by  
 the Academies.

The duty of annually inspecting the academies is not interpreted as requiring a minute examination of the classes by means of extensive written exercises. It is deemed enough to obtain by the application of general tests a fair impression of the teacher's own conception of the scope and purpose of his work, and of the soundness of the instruction which he imparts. On the whole the results disclosed at successive inspections are increasingly satisfactory. In most of the academies the teaching and discipline are found to be such as must exert a salutary influence not only on the mental development, but also on the manners and character of the pupils.

### GOVERNMENT NIGHT SCHOOLS FOR ADULTS.

At the last session of the Legislature the following Act to authorize the establishment of special Night Schools for adults was unanimously passed:—

Be it enacted by the Governor, Council, and Assembly, as follows:

1. Whenever it shall appear that in any community there are twenty or more persons of the age of fifteen years and upwards desirous of receiving instruction in the ordinary branches of an English education, the Governor and Council may authorize the establishing of Night Schools for their benefit.
2. Whenever the Governor-in-Council authorizes the establishing of a Night School under the preceding section, the Council of Public Instruction shall make such regulations as may be necessary for the management of such school.
3. Teachers employed in schools established under this Act shall be remunerated as provided by law, and shall receive from the provincial treasury such grants as the Governor and Council of Public Institution may from time to time determine.

Under the authority and in pursuance of the objects of the Act, the Council of Public Instruction has framed the following regulations:—

1. *Term.* The Annual term shall begin Dec. 1st and close March 31st.
2. *Sessions.* There shall be three sessions of two and a half hours in each week, but should it be found inconvenient during Christmas and New Year weeks to hold the regular number of sessions, a fourth session may be held as many succeeding weeks as will be necessary to make up the sessions. The selection of the particular evenings of the week on which the schools are held is left to local arrangement, as is also that of the hour for opening school.
3. *Pupils.* No person can be admitted as a pupil who is under fifteen years of age, or who attends, or could conveniently attend, the day school of the district.
4. *Teacher.* No teacher of a Public Day School shall be engaged as a teacher of a Government Night School, without the consent of said engagement by the Trustees (or Commissioners) of the Section.
5. *Salary of Teacher.* The teacher in charge of the Night School shall receive the following remuneration, to wit: one dollar for each session in which the school is actually open during the term, and an additional dollar for each pupil the number representing the average attendance for the term, provided the entire remuneration shall in no case exceed \$100.00.



*Assistant Teachers.* When the average attendance for the first two weeks is 30, the Council may appoint a second or assistant teacher, who shall receive two-thirds of the amount of salary paid the principal, or at that rate for the time during which he actually teaches. When the average attendance is 40, a second assistant may be appointed on the like scale of remuneration.

*Studies of Pupils.* Owing to the diversified attainments of the persons likely to be admitted to the Night School, the Council does not think it expedient to prescribe a precise course of study. The Act under which the Schools are established contemplates only "the ordinary branches of an English Education," and the Council directs teachers to place chief stress on these, particularly on reading, writing and arithmetic. In mining districts, informal lessons on elementary science may profitably be given.

*Registration.* All teachers of Night Schools shall keep correct records of the attendance of pupils, according to the prescribed register, and shall make at the end of each month duly certified returns of the attendance, etc., in such form as may be required by the Superintendent of Education.

In accordance with these provisions, night schools have been established and are now (February) in operation in the following localities: Port of Spain, Westville, Thorburn (Vale Colliery), Springhill, Sydney, Little Glace Bay, Little Bras d'Or, Victoria Mines, Bridgeport, Caledonia Mines, Gowrie Mines (Cow Bay), Bridgeport and Parrsboro. A full report on the operations of these schools for the term now current will form part of the educational report for 1890-1. Enough, however, is known at the time of this report to enable me to report that this experiment for diffusing still more widely the blessings of education, and of giving higher aims and incentives to our industrial toilers, has been hopefully initiated. The Department of Public Instruction has been able for the most part to secure the services of the regular teachers of the sections in which these schools have been established, the various Boards of Trustees or Commissioners freely concurring in the arrangement, and in all cases making their school rooms and connected facilities at the disposal of the Government.

## EXPENDITURE :—(See Tables XIII., XIV., XV.)

The total Government expenditure for Education was \$213,43 as compared with \$212,921.86, an increase of \$511.71. The principal item of expenditure, the total of grants to teachers, is now fixed by The increase represents small individual increases in expenditures Normal School, Special Institutions, Inspection, and County Academies as reduced by diminished expenditures for School of Agriculture one or two other services.

The following are the aggregates of teachers' grants for the twelve years :—

1878 .....	\$150,455 97
1879 .....	151,655 38
1880 .....	143,493 92
1881 .....	148,173 50
1882 .....	149,058 22
1883 .....	149,761 50
1884 .....	153,694 00
1885 .....	160,513 55
1886 .....	167,184 97
1887 .....	172,067 28
1888 .....	167,504 81
1889 .....	167,500 00
1890 .....	167,500 00

A detailed statement of the distribution of the grants for the winter term of 1889-90 was published, as the law directs, in the *Journal of Education* for October last. A similar statement for the summer term is awaiting publication in the forthcoming issue of that periodical in April.

## COUNTY.

The provisions of the law for the levying and apportionment of County Fund are as follows :

"The Clerk of the Municipality in each county, except as hereafter provided in relation to the City of Halifax, shall add to the sum annually voted for general municipal purposes, at the regular meeting of the Council, a sum sufficient, after deducting costs of collecting and probable loss, to yield an amount equal to thirty cents every inhabitant of the Municipality, according to the last census preceding the issue of the municipal rate-roll; and the sum so added shall form and be a portion of the municipal rates. One-half the sum thus raised shall be paid semi-annually by the Municipal Treasurer upon the order of the Superintendent of Education.



half of the amount provided to be raised annually, as afore-  
 all, at the close of each half year, be apportioned to the  
 of Schools conducted in accordance with this chapter, to be  
 to the payment of teachers' salaries; and each school shall be  
 to participate therein at the rate of twelve and a half dollars  
 for each licensed teacher employed, and the balance of the  
 al fund shall be distributed among the schools according to  
 age number of pupils in attendance and the length of time in  
 n, but shall receive no allowance for being in session more than  
 cribed number of days in any one half year."

ross annual amount of the County Fund for the entire Province  
 \$118,349.60. Under the above provisions, as modified by the  
 relation to the education of the Blind and of the Deaf and  
 the County Fund for 1888-9 was appropriated as follows:

trustees in proportion to the average number of	
ails and length of time schools were in operation..	\$64,429 66
trustees in respect to teachers employed.....	50,237 44
Halifax School for the Blind.....	1,162 50
stitution for the Deaf and Dumb.....	2,520 00

#### SECTIONAL.

total sectional assessments for the direct support of schools, as  
 , amount to \$326,069.50, an increase of \$38,261.95. The sum  
 throughout the Province for building and repair of school houses  
 \$459.50, a decrease of \$2,449.14.

#### PROVINCIAL EDUCATIONAL ASSOCIATION.

annual meeting of the Association was held at Halifax during  
 three days of December. Results seem to have justified the  
 n from the ordinary time and place of meeting, at least as a  
 ry arrangement. With the exception of the more public gath-  
 nvened to listen to addresses from prominent gentlemen outside  
 ale of the Association, the sessions were held in the large  
 y hall of the Academy, which with other facilities were kindly  
 t the disposal of the Association by the Board of School Com-  
 rs for the City of Halifax. This meeting fairly takes rank  
 he most successful of the entire series, as respects the exceed-  
 gh character of the formal papers presented, the intelligence  
 ositeness of the discussions, and particularly the importance  
 various matters submitted for consideration and of the  
 ons reached thereon. The public meeting also was one of  
 nal interest and profit, though owing to the inclemency of the  
 the attendance was somewhat limited. His Honor Lieutenant  
 r Daly occupied the chair, and in well chosen words and  
 arty terms expressed his sympathy with the work and aims of

the Association. Excellent addresses, all the more acceptable account of the variety of their scope and the tone of independent thinking which characterized them, were delivered by the following gentlemen, Rev. Dr. Saunders, Alderman J. N. Lyons, Rev. Gordon, Hon. J. W. Longley, Attorney General; His Grace Archibald O'Brien, and Hon. W. S. Fielding, Provincial Secretary. His Lordship the Bishop of Nova Scotia had accepted an invitation from the Executive Committee to speak on the occasion, but at the time was in the very crisis of the severe illness from which he has since recovered. Rev. Dyson Hague, who had kindly acceded to a request from the committee to supply his Lordship's place on the programme, was unable from temporary indisposition to be present, but communicated his very favorable impressions of our educational system in a note, the reading of which formed an interesting part of the evening proceedings.

The formal papers presented were as follows: "Teaching of Mental or Mental Gymnastics" by Professor Andrews of Mount Allison University, Sackville, N. B.; "The Educational Ideal" by Professor Seth of Dalhousie University; "The Pedagogy of Herbart" by J. B. Hall of the Provincial University. These essays, all of which gave rise to profitable discussions, were universally admitted to be on a level with the best ever submitted to the Association. At the opening session an informal address on the common school system of Great Britain, and embodying the results of some recent personal observations, was given by the Superintendent of Education. A valuable and suggestive paper on the "Necessity of a Provincial Manual Training School" contributed by Prof. F. H. Eaton (University of Germany) was read at the same session. The general drift of Eaton's arguments was strongly endorsed by Rev. Dr. Saunders. Rev. Mr. Gordon, at the public meeting on the following evening. The action taken on the subject by the Association itself was referred to in a subsequent part of this Report.

At the previous meeting of the Association provision was made for the appointment of a large and representative committee to consider any necessary or desirable revisions in the prescribed Courses of Study, and particularly to consider and report on the relation that should exist between the Courses and the scholastic requirements for the various grades of teachers' licenses. The committee appointed in accordance with this provision held its first meeting for organization and arrangement of working plans during the Christmas vacation of 1889. A general discussion based on the consideration of the various matters entrusted to the Committee, as a whole made up of all the related parts, led to the adoption of certain principles, whose recommendations were afterwards submitted to the Association and received its unanimous endorsement. For the sake of greater convenience of comment, these recommendations have been reserved for a special section of this Report referring to the Provincial Normal School. The Committee held its second meeting at Parrsboro in August, 1890, at the Session of the Summer School of Science, and a final meeting at Halifax on the Saturday and Monday preceding the meeting of the Association.

ation. During the intervals several sub-committees under the direction of energetic chairmen, were engaged in examining the various courses in view of the numerous suggestions offered for their improvement, in comparing what was in force and what was proposed with the examples of other countries, in eliciting and collating information generally in preparing for the central committee detailed reports of their respective spheres of work. Notwithstanding these arduous and continued efforts, the committee at its final meeting did not place itself in a position to submit to the Association in complete substitutes for the Courses now in use. The time thus spent was, however, far from wasted. Much valuable information has been obtained and is at the command of the Department of Education for use in any official revision that may be determined on. The some rather important modifications were recognized and the details of revision were agreed on with practical unanimity. It is to be regretted that none who have even a moderate acquaintance with the various educational codes to learn that to the end considerable unanimity of opinion prevailed among the committee on such points as in which subjects and parts of subjects should be taken up, and the same or similar divergence of view displayed itself during the discussion of the partial report of the Committee by the Association. That report as a detailed scheme of study the Association placed itself in a position to take formal action.

An interesting incident of the Association was the presence of Mr. Macdonald, head master of one of the principal schools of the City of Montreal, who appeared as a delegate from the Quebec Teachers' Association, to commend to the teachers and educational authorities of the Dominion the project of a common text on Canadian History for the public schools of the Dominion. The proposition is reported to have attracted attention and favor in the Western Provinces. The Association appointed a committee to work it into practical shape, on which it was decided to have a representative from each of the Provinces, has been appointed, Ontario being represented by Hon. G. W. Ross, Minister of Education; Quebec by Rev. Principal Verreau of Jaques Cartier Normal School, and Prince Edward Island, by Mr. Nicholson, Superintendent of Education. After discussion, the Association adopted the following resolution:

"The Association has heard Mr. Patterson with much pleasure, and in general expresses its approval of the proposition of a Dominion text-book on Canadian History. It also would recommend the Council of Public Instruction to appoint a representative of this Province to serve on the Committee in process of organization for the practical consideration of the project."

As the matter is still in an inchoate shape, it is only necessary to say that the prevailing drift of opinion in the Association seemed to be that the work contemplated, if found practicable, should be adapted to the advanced classes.



## APPENDICES.

The Appendices include the Reports of the Principal of the Provincial Normal School, of the Inspectors of Schools, of the Reports of School Commissioners and the Supervisor of Schools for the County of Halifax, of the Managing Boards of the Institutions for the Deaf and Dumb and of the Halifax School for the Blind, of the Board of Directors of the Victoria School of Art and Design, and of the Secretary of the Summer School of Science. Without assuming responsibility for the opinions expressed in them, I earnestly invite attention to these Reports. The information supplied and the suggestions offered alike render them worthy of careful perusal.

The Report of the Principal of the Normal School (Appendix A) shows that the work of that important institution has been carried on quietly and effectively. In my last Report I referred to the position occupied by the Normal School under the present organization of the educational system as follows :

"Through the liberality of the Government the equipment of the Normal School is now very complete. The relation of the Institution to the general educational work and system of the Province cannot, however, be regarded as equally satisfactory. Within the lines marked out for them, the various instructors have discharged their duties with skill and exemplary fidelity. The Principal's Report points out the practical difficulty encountered in the present arrangements in realizing the ideal of a true professional school. This is not the most serious aspect of the case. If the needs of the Province could thus be supplied with properly trained teachers, there is not much to be said against the combination of general and special instruction as at present practised, and undoubtedly the benefits received by those who do take advantage of the training now offered are very positive and very great. What ought to be given attention and loudly calls for practical action is the fact that with such facilities for training teachers for their specific duties at command, we are to a large extent placing the instruction of our youth in charge of these who have no professional competency but a certificate of general scholarship. As to the need of a better guarantee of fitness, public sentiment is, I believe, rapidly ripening into a positive conviction. I am pleased to be able to state that the Provincial Educational Association has undertaken the special investigation of the important subject of better differentiating general and professional training, and giving the latter its due place and weight in our educational economy."

At its late meeting the Provincial Educational Association unanimously adopted the following recommendations :—

- (1.) That provision be made in our educational system for the distinct professional training of all teachers of public schools. (2.) That the syllabus of examination for teachers licenses be assimilated with the course of study for the schools as revised, and it is suggested that third class, (grade D) certificates be based on the subjects of the first year; second class certificates, (grade C) on those of the second year and first class, (grade B,) on those of the third year. (3.) That in connection with the examination for teachers' non-professional certificates, the Department of Education be requested to provide for the issue of diplomas to graduates of county academies and high schools. (4.) That as far as circumstances will permit, the various non-professional certificates should be taken *seriatim*. (5.) That the professional training of teachers should

to include fuller instruction in music, drawing, natural science, elementary and manual training than contemplated by the ordinary high school

towards the introduction of such important changes should be gradually, but so far as I have been able to interpret public the essence of these changes themselves is regarded as actually called for by the interests of the country. It is not able to Nova Scotia that in the percentage of trained teachers she should stand lowest among the Provinces of the Dominion. For this state of things no degree of responsibility attaches to the Normal School, attendance at which is purely dry and unaccompanied by any preferential recognition whatever. The easiest and cheapest road into the teaching profession is freely chosen by the great majority of candidates. Recent improvements in our High School system and a natural and proper action on the part of the Normal School Faculty to emphasize the highly professional features of their work, have conspired to reduce the number of those seeking licenses under direct Provincial auspices. The recommendations of the Association probably suggest more than can be accomplished in a day, the conversion of the Normal School from its present dual function into a training institution for teachers in the proper professional sense of the term cannot be brought about so soon.

heartily endorse the remarks of the Principal as to the great loss sustained by our educational service through the resignations of Mr. Eaton and Miss Griffin.

reports of the Inspectors of Schools (Appendix B) are exceptionally full of matter relating to the educational condition of the various districts. They also contain some important suggestions, which, with others communicated to the Department by the same Inspectors through a different channel, will receive due consideration.

reports of the Board of School Commissioners for the City of Halifax and of the Supervisor of City Schools are of the usual encouraging nature. One of the most marked features of progress is the increase of school accommodation of a most superior character. The Board deserves the highest commendation for the pains which it has taken to construct its new buildings under the most approved conditions. Both reports contain references to the subject of manual training as a branch of school work. In its larger sense manual training includes exercises already recognized, and to a considerable extent practised, in our schools, such as writing, drawing, book-binding, paper cutting, &c. The recommendations to which I refer view the special application of the term to elementary instruction in practice in the use of tools and instruments. Without hesitating myself to a positive expression of opinion, I think that the results, even in a practical and economic point of view, of this pro-

posed extension of school work are quite likely to be overestimated. At the same time, the movement must be recognized as sufficiently endorsed to demand a fair trial. The whole Province will be interested in watching the issue of any experiment that may be made in this direction, and I think that a moderate appropriation of Provincial funds towards defraying the cost of such an experiment entirely justifiable. Present circumstances seem opportune for attempting what I have suggested:—

(1.) At its late meeting the Provincial Educational Association adopted the following resolution:

"This Association records its high appreciation of Professor Eaton's paper on Manual Training and endorses the general principles therein set forth. It believes that a well devised system of manual training is of great value both as a general educational factor and as a means of preparation for the various industrial pursuits; and we desire to see it form a part of our educational machinery. It is our opinion, however, that such a measure can be economically carried out, not by the organization of separate and distinct institutions, but by incorporating certain lines of manual training in the high school curriculum. As the measure may be considered as to some extent tentative in character, prudence suggests the selection of some one of those high schools in the Province for experiment, and in our opinion the Halifax Academy presents the most favorable conditions for its introduction.

Further as the scheme may well be considered as a matter of general interest to the whole Province, and as its organization and its working involve considerable expense, it is the opinion of this Association that the local authorities should receive substantial aid from the Provincial Treasury."

(2.) The Reports under consideration warrant the belief that the Board of School Commissioners can be depended on—with reasonable encouragement—to equip a manual training department in connection with the general work of their Academy. Such an arrangement would secure for the experiment conditions of oversight and direction tending to reduce to a minimum any danger of its being allowed to encroach on the province of strictly intellectual culture.

(3.) The Provincial Government and Legislature have already given evidence of their desire to promote such forms of special technical education as give reasonable promise of successful development. As I have pointed out, the proposal in question, even on experimental grounds, must command the interest of the whole Province, and particularly that of the chief centres of population.

I venture another suggestion. There are close relations and reciprocal sympathies between industrial and art Education. Why should not the Board of School Commissioners and the Directors of the Victoria School of Art and Design effect at least a partial combination for the attainment of common or closely related ends? I learn on enquiry that the accommodation required for the latter institution, pending the erection of a new building, could be found in the Academy rooms not required for the regular classes. If arrangements could be made for the transference of its work to these apartments, the instructors might be engaged to teach the drawing classes of

ay, while in the manual training school of the latter the  
ical classes of the Art School would find their opportunities  
rcvement sensibly increased.

Reports of the Institution for the Deaf and Dumb and the  
School for the Blind will be found in Appendix D. No words  
are needed to intensify the sense of loss experienced by the  
of Nova Ssotia in the death of Mr. J. Scott Hutton, for so many  
principal of the first named institution. Mr. Hutton ranked  
the foremost deaf-mute educators of the day, and it must be  
on as a singular favor that so small a Province as ours should  
or so long a time enjoyed the services of such a man. The  
rs and Superintendent of the School for the Blind merit high  
for the energy and success with which they have carried  
the enlargement of their building, which is now exceedingly  
apted for its various purposes as a home and a school.

Report of the Summer School of Science (Appendix E.) sho<sup>ws</sup>  
at Institution is continuing in a modest but effective way to  
within reach of our teachers special opportunities of training  
mportant branch of their duties.

I have the honor to be,

Your Honor's obedient servant,

DAVID ALLISON,  
*Superintendent of Education.*





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PART II.

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STATISTICAL TABLES.

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C SCHOOLS, COUNTY ACADEMIES, AND SPECIAL  
ACADEMIES.

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COUNTY.	No. of Sections.	No. of Sections having no Sch'l this Term.	No. of Schools in session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Sections having no Sch'l this Term.	No. of Schools in session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Pupils registered, not un-Registered, of previous Term.	No. of Sections having no Sch'l during year.	Total No. of dif-ferent pupils during year.	Proportion of pop-ulation (Census of 1881) at Sch'l during year.
Annapolis .....	105	19	104	104	30	3685	6	116	116	28	3906	979	5	4664	1 in 4.4
Antigonish .....	79	5	88	91	4	3281	3	90	90	5	3310	548	.....	3829	1 " 4.7
Cape Breton .....	132	27	148	148	18	5941	14	161	162	20	6488	1391	10	7332	1 " 4.2
Colchester .....	120	16	138	138	71	5107	6	145	146	67	5682	1350	3	6457	1 " 4.1
Cumberland .....	153	34	160	169	70	6220	16	178	181	71	7296	1959	9	8219	1 " 3.3
Digby .....	80	12	90	93	18	3769	4	97	103	19	4172	919	3	4638	1 " 4.2
Guysboro' .....	88	8	81	81	6	3162	4	88	88	6	3312	873	1	4025	1 " 4.4
Halifax Co. ....	131	27	125	126	34	5174	14	141	147	43	5742	1642	7	6817	1 " 4.6
" City .....	1	.....	118	118	30	6848	.....	122	122	32	6570	942	.....	7290	1 " 5.
Hants .....	104	10	115	117	31	4360	1	124	129	28	4874	1198	.....	5558	1 " 4.2
Inverness .....	173	21	156	169	9	4955	10	162	177	5	5743	1507	8	6462	1 " 3.9
Kings .....	104	6	114	121	30	4430	2	117	123	35	4204	1109	.....	5539	1 " 4.2
Lunenburg .....	142	17	153	153	25	6106	15	150	150	21	5798	1372	1	7478	1 " 3.8
Pictou .....	131	15	160	160	34	6391	7	168	168	17	6699	1439	3	7830	1 " 4.5
Queens .....	46	9	51	51	4	2025	4	56	56	3	2025	459	2	2484	1 " 4.2
Richmond .....	70	17	62	63	4	2217	6	74	76	4	2786	818	3	3035	1 " 4.8
Shelburne .....	67	8	77	77	4	8181	8	75	75	4	2990	640	2	3821	1 " 3.9
Victoria .....	94	28	68	68	5	2078	21	73	73	3	2275	757	8	2830	1 " 4.4
Yarmouth .....	76	10	104	104	18	4338	7	105	105	20	4362	901	1	5230	1 " 4.
Total, 1890.....	1896	287	2109	2142	435	82794	149	2243	2287	431	88170	20863	66	103597	1 " 4.2
" 1889.....	1886	314	2069	2107	426	82371	178	2193	2257	426	86498	21317	82	103688	1 " 4.2
Increase .....	10	.....	40	35	9	423	.....	50	30	5	1632	.....	.....	.....	.....
Decrease .....	.....	27	.....	.....	.....	.....	29	.....	.....	.....	.....	514	16	91	.....



COUNTY.	in the same section as during the previous Term.		No. of Teachers.		No. of teachers not more than 3 years in the Service.		No. first term employed.	No. second term employed.	No. upwards of a yr. but not more than 2 years in the service.	No. upwards of 2, but not more than 3 years in the service.	No. upwards of 3, but not more than 5 years in the service.	No. upwards of 5, but not more than 7 years in the service.	No. upwards of 7 yrs. in the service.
	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.							
Annapolis...	37	54	55	56	12	6	49	51	1	.....	2	6	7
Antigonish...	50	63	24	22	14	5	39	43	.....	3	.....	2	1
Cape Breton...	101	112	35	36	12	13	58	69	.....	.....	.....	15	5
Colchester...	68	81	52	56	17	9	64	72	.....	.....	2	2	2
Cumberland...	68	82	79	89	13	10	85	90	.....	1	2	3	1
Digby...	46	61	37	30	7	6	33	43	.....	2	1	2	1
Guyaboro...	42	60	27	26	12	2	46	36	.....	.....	.....	.....	.....
Halifax Co. ...	53	85	50	53	22	8	43	57	.....	.....	.....	.....	.....
" Cuy.	107	110	.....	.....	11	12	23	18	.....	1	3	2	3
Hants .....	48	66	47	39	25	24	63	39	.....	.....	.....	.....	.....
Inverness .....	87	88	61	68	10	11	64	76	.....	3	1	.....	.....
Kings .....	43	66	52	36	22	19	63	45	.....	1	5	1	3
Laubenbourg...	69	95	67	54	17	1	90	74	.....	.....	.....	.....	.....
Pictou .....	100	108	41	49	19	11	83	88	.....	3	1	4	1
Queens .....	81	36	16	15	4	5	14	22	.....	1	.....	.....	.....
Richmond .....	27	48	22	24	13	2	27	27	.....	1	3	1	3
Shellburne ...	40	51	24	22	13	2	33	35	.....	2	.....	.....	.....
Victoria .....	30	45	31	22	7	6	64	68	.....	1	1	1	2
Yarmouth ...	69	73	28	27	7	5	46	39	.....	2	.....	.....	.....
Tota', 1890.	1116	1384	745	724	257	157	987	992	4	10	22	37	97
" 1889.	1058	1379	726	672	306	183	995	992	5	11	13	35	103
Increase.	58	5	19	52	.....	.....	.....	.....	.....	.....	9	2	.....
Decrease.	.....	.....	.....	.....	49	26	8	.....	1	1	.....	.....	.....



TABLE IV.—PUBLIC SCHOOLS: ATTENDANCE—WINTER TERM.

COUNTRY.	No. of Pupils registered at School this Term.	Proportion of population at School this Term.	No. Children 5-15 years of age in Sections having School this Term.	AGE AND SEX OF PUPILS.				DAILY ATTENDANCE.					
				No. of Pupils under 5 years of age.	No. of Pupils from 5 to 15 years of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	Grand Total Days' attendance made by all the Pupils.	No. daily present at School on an average for time in Session.	No. daily present at School on an average for full Term.	No. daily present on average for time in Session per 100 registered.	No. daily present on average for full Term per 100 registered.
Annapolis .....	3685	1 in 5.5	423	8	3254	423	2009	1676	248141	2253.2	2161.9	61.1	58.6
Antigonish .....	3281	1 " 5.5	502	13	2932	336	1842	1439	196325	1768.2	1750.	53.9	53.3
Cape Breton .....	5941	1 " 5.2	927	8	5443	490	3298	2643	385802	3456.2	3235.7	58.1	54.4
Colchester .....	5107	1 " 5.2	616	14	4968	395	2680	2427	330873	2979.1	2878.9	58.3	56.3
Cumberland .....	6260	1 " 4.3	903	23	5830	407	3288	2972	391575	3326.	3154.	53.1	50.3
Digby .....	3769	1 " 5.2	482	19	3446	304	2072	1697	242814	2189.7	2133.	58.1	56.5
Guysboro' .....	3152	1 " 5.6	536	7	2901	244	1737	1415	185850	1666.5	1633.4	52.9	51.8
Halifax County .....	5175	1 " 6.	834	36	4935	204	2717	3458	332214	3016.	2886.	58.5	56.7
" City .....	6348	1 " 5.6	600	8	6040	300	3167	3181	499544	4459.2	4459.3	70.	70.
Hants .....	4360	1 " 5.4	886	13	3994	353	2294	2066	268294	2440.2	2343.4	56.	53.7
Inverness .....	4955	1 " 5.1	679	3	4372	560	2753	2202	282338	2583.	2416.	52.	48.7
Kings .....	4430	1 " 5.3	772	11	3879	540	2393	2035	282069	2626.1	2434.7	59.3	55.
Lunenburg .....	6106	1 " 4.7	820	33	5662	411	3223	2883	403738	3621.	3527.	59.3	57.7
Pictou .....	6391	1 " 5.5	889	18	5811	562	3424	2967	435854	3781.1	3667.	59.	57.
Queens .....	2025	1 " 5.2	174	1	1799	225	1056	969	139547	1263.	1241.	62.3	61.2
Richmond .....	2217	1 " 6.7	434	2	2099	146	1242	975	135442	1247.6	1177.7	56.2	53.
Shelburne .....	3181	1 " 4.7	418	16	2878	287	1616	1565	203712	1849.	1769.	58.	55.6
Victoria .....	2073	1 " 6.3	337	17	1853	203	1078	903	122152	1153	1093.	56.5	52.7
Yarmouth .....	4338	1 " 4.9	962	5	3910	423	2286	2052	288480	3646.	2555.	61.	58.9
Total, 1890.....	82794	1 " 5.3	12196	275	75706	6813	44177	38617	5343943	48324.1	46514.9	58.3	56.2
" 1880 .....	82371	1 " 5.3	12077	227	74631	7513	44781	37590	5426683	49773.	47764.2	60.4	57.9



## ATTENDANCE—SUMMER TERM.

7

COUNTY.	No. of Pupils registered at School this Term	Proportion of population at School this Term	No. children 5-15 of age in Sections of Schools in Session	No. of Pupils under 5 years of age.	No. of Pupils from 5 to 15 years of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	Grand Total Days attendance made by all the Pupils.	No. daily present at School on an average for time in Session.	No. daily present on average for full Term.	No. daily present on average for full Term per 100 registered.	No. daily present on average for full Term per 100 registered.
Annapolis .....	3906	1 in 5.3	471	23	3673	210	1997	1909	254223	2379.1	2334.	60.9	59.7
Antigonish .....	3310	1 " 5.4	344	40	3056	214	1794	1516	175326	1738.7	1678.	57.6	50.2
Cape Breton .....	6488	1 " 4.8	747	41	6145	302	3403	3085	378502	3642.96	3648.5	56.3	53.
Colchester .....	5182	1 " 4.7	497	20	5430	232	2817	2865	350434	2978.7	2809.6	52.4	49.4
Cumberland .....	7226	1 " 3.7	995	51	6931	244	3331	3395	408617	3996.	3672.	55.3	50.8
Digby .....	4172	1 " 4.7	619	22	3972	173	2048	2126	261914	2516.2	2434.6	60.3	58.3
Guyaboro' .....	3312	1 " 5.3	437	24	3148	130	1718	1594	184219	1786.8	1720.8	53.8	52.
Halifax County .....	5742	1 " 5.4	829	61	5548	133	2819	2923	340841	3387.	2929.2	59.	51.
" City .....	6570	1 " 5.5	600	15	6380	275	3248	3322	366255	4292.9	3966.	65.	60.
Hants .....	4879	1 " 4.7	581	21	4628	230	2364	2315	299566	2815.7	2752.2	57.7	56.4
Inverness .....	5743	1 " 4.3	495	41	5333	369	2722	3019	282153	2859.	2804.	49.8	45.3
Kings .....	4205	1 " 5.5	853	33	3973	199	2024	2183	253635	2489.	2290.7	59.1	54.5
Lunenburg .....	5794	1 " 4.8	929	54	5591	183	3018	2780	357828	3534.3	3470.6	60.9	60.
Pictou .....	6699	1 " 5.3	1286	27	6235	337	3393	3307	418963	3940.7	3823.6	58.8	57.5
Queens .....	2025	1 " 5.2	204	11	1902	112	965	1060	127189	1282.	1259.	63.3	62.1
Richmond .....	2786	1 " 5.4	288	24	2678	84	1466	1320	158579	1502.1	1464.2	53.9	02.5
Shelburne .....	2990	1 " 4.9	528	27	2852	111	1460	1530	194968	1869.	1810.	62.5	60.
Victoria .....	2275	1 " 5.4	112	13	2167	85	1173	1102	115356	1173.	1039.	51.5	45.6
Yarmouth .....	4362	1 " 4.8	817	14	4146	202	2090	2272	283528	2757.	2633.	6.3	60.
Total, 1890. ....	88170	1 " 4.9	11635	562	83773	3835	44047	44123	5218297	50915.1	48129.	57.7	54.5
" 1889. ....	86488	1 " 5.	11363	698	82005	3785	42849	43639	5177466	50302.4	48401.5	58.1	55.9
Increase .....	1682	1 " 262	242	136	1768	50	1198	484	40831	612.7	272.5	.4	1.4
Decrease .....													

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	Health.	Moral and Pa- triotic Duties.	Temperance.	LESSONS ON NATURE.								SINGING.		READING.							
				Grade.								By Theory.	By Rule.	Grade.							
				I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Annapolis .....	2361	2151	2182	251	263	326	391	358	285	317	283	90	811	380	361	424	495	453	388	455	426
Antigonish .....	1213	1021	781	175	244	213	239	225	146	125	73	22	234	471	469	513	470	294	301	149	
Cape Breton .....	2924	2307	2031	377	419	392	417	338	249	231	227	224	1371	941	963	835	859	636	476	487	528
Colchester .....	2598	2358	2125	372	379	325	345	324	244	419	271	962	2546	532	520	470	522	577	375	648	383
Cumberland .....	3987	3177	2767	762	756	693	825	731	600	670	359	935	2914	1147	945	859	1004	835	698	895	429
Digby .....	3100	2893	2689	553	495	406	452	352	275	315	117	71	769	640	557	518	555	446	328	399	199
Guyssboro .....	850	573	546	205	174	163	172	154	127	150	69	42	241	565	423	452	471	432	249	329	158
Halifax—County .....	2884	2645	2476	456	487	280	234	208	141	121	92	730	2174	833	748	669	579	548	549	459	240
“ City .....	5698	5352	5000	1488	1023	807	777	581	512	401	266	5307	2067	1477	1017	810	802	639	560	410	245
Hants .....	1876	1902	1614	370	326	340	428	354	302	415	317	84	1470	573	510	494	569	520	438	658	448
Inverness .....	1636	1619	1209	205	261	264	300	204	233	259	161	255	489	651	712	681	727	631	506	474	322
Kings .....	1889	1608	1890	238	288	343	345	380	319	406	307	310	1179	408	460	485	527	628	426	645	518
Lunenburg .....	1823	2246	1378	344	430	471	473	396	375	246	182	163	3286	861	872	926	867	809	734	568	276
Pictou .....	3415	3341	2517	439	465	472	624	487	486	738	524	600	3475	590	685	679	824	799	677	1042	599
Queens .....	477	476	522	189	80	156	292	163	126	101	70	15	276	306	244	264	351	293	224	191	168
Richmond .....	871	885	697	244	168	192	200	136	57	91	62	70	255	536	291	341	299	269	205	137	100
Shelburne .....	1984	1298	1659	272	306	351	400	302	319	323	186	19	586	348	376	441	499	410	330	397	283
Victoria .....	934	731	564	144	14	148	147	124	109	116	79	21	318	117	308	323	283	265	228	106	282
Yarmouth .....	2682	2178	1583	620	578	473	517	399	333	297	277	167	1656	769	674	569	560	487	409	377	330
Total, 1890. ....	42542	38761	34229	7704	7287	6821	7517	6216	5838	5741	3922	10117	26112	12148	11140	10753	11294	10081	8094	8978	6073
“ 1889. ....	43399	44515	34502	7888	7273	7104	7206	6713	5245	5365	3508	8320	27716	12116	10934	10954	11292	10868	8195	8786	5328
Increase .....	.....	.....	.....	14	.....	.....	251	.....	.....	376	414	1797	.....	82	206	.....	2	.....	.....	192	746

COUNTY.	SPELLING.								LANGUAGE.								GRAMMAR.		COMPOSITION.	
	Grade.								Grade.								Grade.		Grade.	
	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VII.	VIII.			
Annapolis.....	361	424	495	453	388	455	426	248	292	393	486	450	368	436	404	297	322			
Antigonish.....	447	501	450	397	292	308	170	238	308	397	412	384	258	290	201	290	201			
Cape Breton.....	962	835	859	622	476	467	50	620	752	794	840	624	474	477	468	404	424			
Colchester.....	514	471	545	569	390	619	365	461	503	458	550	586	471	873	432	507	433			
Cumberland.....	943	876	1012	830	705	881	436	538	724	756	835	677	452	748	323	455	287			
Digby.....	567	518	555	446	328	399	199	521	474	454	513	442	325	419	199	315	195			
Guysboro.....	428	451	472	395	249	329	158	352	277	338	383	358	277	298	149	298	149			
Halifax County.....	748	669	579	548	549	459	240	778	664	623	496	463	396	436	164	274	147			
“ City.....	1088	810	802	639	560	421	266	1503	1075	773	785	703	491	421	266	326	252			
Hants.....	563	508	532	581	489	616	620	361	367	505	570	546	483	731	479	474	370			
Inverness.....	866	868	703	691	488	450	355	208	329	379	449	480	438	865	527	435	319			
Kings.....	499	481	535	524	516	640	642	220	363	440	582	517	537	714	557	430	359			
Lunenburg.....	960	919	854	842	769	550	272	375	426	647	642	589	503	556	434	255	299			
Pictou.....	695	705	818	814	670	978	574	386	496	614	756	719	640	1039	586	792	488			
Queens.....	429	262	342	307	232	217	168	146	101	200	285	270	228	316	165	110	109			
Richmond.....	291	341	299	268	205	137	100	239	190	264	278	269	204	132	98	79	73			
Shelburne.....	376	441	499	410	330	397	233	160	241	370	466	392	279	361	230	280	177			
Victoria.....	318	248	414	324	247	187	134	148	221	253	196	175	153	267	247	142	183			
Yarmouth.....	674	569	560	487	409	377	330	603	531	497	492	496	368	438	335	475	304			
Total, 1890.....	11669	10897	11325	10148	8292	8907	5738	8100	8353	9155	10016	9140	7375	9817	6264	6638	5071			
“ 1889.....	10926	10550	11118	10518	8020	8753	5501	8195	8408	9090	9634	9081	7624	9847	6325	6816	4494			
Increase.....	743	947	207	.....	272	154	237	.....	.....	65	382	59	.....	.....	.....	.....	577			
Decrease.....	.....	.....	.....	370	.....	.....	.....	95	55	.....	.....	.....	.....	.....	.....	.....	.....			





COUNTY.	WRITING.								INDUSTRIAL DRAWING.								BOOK-KEEPING.		LATIN.	
	Grade.								Grade.								Grade.		Grade.	
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VIII.	VIII.		
Annapolis .....	331	364	431	493	440	384	448	421	261	262	334	404	356	238	293	189	263	189	13	
Antigonish .....	288	419	501	524	422	269	270	149	3	22	50	28	51	32	38	27	152	26	26	
Cape Breton .....	649	928	765	659	639	438	477	515	96	122	149	251	202	168	145	85	186	11	11	
Colchester .....	439	551	539	592	525	578	741	512	296	408	391	418	444	338	461	320	428	34	34	
Cumberland .....	763	812	786	906	769	612	675	269	569	634	599	677	545	406	365	120	408	10	10	
Digby .....	571	537	518	555	447	328	399	206	498	459	419	452	375	277	309	114	114	4	4	
Guysboro .....	473	365	339	429	412	316	289	150	54	52	80	120	123	71	60	40	97	10	10	
Halifax County .....	737	701	693	611	604	548	409	135	596	378	340	280	258	130	110	95	77	.....	.....	
"    City .....	1498	1038	814	854	642	505	411	266	1476	1060	761	846	638	491	397	266	38	.....	.....	
Hants .....	430	469	513	540	539	438	522	433	276	222	230	399	350	285	328	237	447	32	32	
Inverness .....	527	589	666	690	639	507	458	195	56	69	86	65	88	64	85	61	295	4	4	
Kings .....	327	412	483	507	563	470	671	469	103	159	202	253	222	215	230	148	347	12	12	
Laureburg .....	633	795	930	831	780	727	618	290	266	364	437	422	425	374	306	166	221	.....	.....	
Pictou .....	457	609	670	810	784	652	1078	596	145	275	330	400	414	312	476	268	328	14	14	
Queens .....	145	145	243	329	283	217	214	164	112	44	129	79	58	79	80	64	117	14	14	
Richmond .....	285	267	318	297	279	204	138	98	69	17	27	51	21	3	10	13	42	.....	.....	
Shelburne .....	250	349	418	515	414	324	398	232	168	235	262	354	258	169	184	116	162	22	22	
Victoria .....	213	256	307	279	236	104	198	78	6	18	23	14	3	6	18	23	14	.....	.....	
Yarmouth .....	919	659	547	567	440	421	403	333	375	364	448	440	303	292	301	188	258	20	20	
Total, 1890 .....	9720	10265	10581	10988	9857	8088	8827	5511	5425	5164	5347	5953	5735	3950	4199	2520	3994	226	226	
"    1889 .....	9737	16213	10782	11068	10864	8018	8226	5152	5604	5086	5530	5436	5532	4295	4051	2344	4016	178	178	
Increase .....	.....	52	.....	.....	.....	.....	70	359	.....	78	.....	517	.....	.....	148	176	.....	48	48	
Decrease .....	17	.....	201	80	507	.....	.....	.....	179	.....	183	.....	397	345	.....	.....	22	.....	.....	

**TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—Continued.**  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis .....	214	46	18	218	47	6	211	44	7	222	47	7	222	47	7	183	41	9	187	42	9			4
Antigonish .....	41	.....	52	39	45	1	39	45	28	40	45	1	40	45	1	33	50	41	35	50	42			33
Cape Breton .....	108	75	27	113	75	35	113	75	37	113	75	40	113	75	40	110	73	33	112	73	40			22
Colchester .....	134	54	92	126	56	27	128	52	27	117	66	27	117	66	27	118	57	27	113	66	27			5
Cumberland .....	50	8	1	50	8	1	50	8	1	50	8	1	50	8	1	74	27	7	74	25	7			1
Digby .....	84	15	1	84	15	1	79	14	1	222	47	7	222	47	7	183	41	9	187	42	9			4
Guy'sboro' .....	20	14	19	18	14	3	18	14	3	18	14	3	18	14	3	19	14	8	19	14	4			5
Halifax County .....	76	.....	.....	74	.....	.....	63	.....	.....	64	.....	.....	64	.....	.....	46	.....	.....	44	.....	.....			
" .....	148	78	75	148	69	75	148	69	75	148	69	75	148	69	75	147	69	75	146	69	75			41
Hants .....	144	19	10	163	15	10	160	15	10	165	15	16	165	15	16	137	30	10	144	28	10			11
Inverness .....	69	24	31	69	23	4	66	20	9	70	24	6	70	24	6	38	34	6	55	24	6			
Kings .....	210	17	49	248	17	24	248	17	20	239	15	21	239	15	21	194	6	21	204	14	19			3
Lunenburg .....	66	16	.....	44	38	.....	44	38	.....	44	38	.....	44	38	.....	63	28	2	63	30	2			2
Pictou .....	188	123	96	188	104	117	188	123	96	188	125	68	188	125	68	185	124	96	188	123	96			84
Queens .....	34	20	13	37	20	8	37	20	8	37	20	8	37	20	8	34	20	8	39	20	8			7
Richmond .....	20	5	.....	20	5	.....	20	5	.....	20	5	.....	20	5	.....	20	5	.....	20	5	.....			.....
Shelburne .....	48	31	15	58	30	15	59	30	15	60	30	15	60	30	15	54	29	14	57	29	14			20
Victoria .....	14	21	21	8	13	7	15	19	7	13	19	7	13	19	7	11	20	7	11	20	7			3
Yarmouth .....	79	47	28	68	51	20	77	48	24	88	37	24	88	37	24	82	37	32	80	39	32			21
Total, 1890 .....	1747	604	478	1773	655	354	1763	656	368	1918	699	326	1918	699	326	1731	705	400	1672	713	407			265
" 1889 .....	1454	672	514	1585	624	315	1597	636	316	1627	657	318	1627	657	318	1497	719	339	1436	686	335			374

COUNTY.	INDUSTRIAL DRAWING.		BOOK-KEEPING.		PHY- SICS.		BOT- ANY.		CHEMISTRY (Inorganic.)		CHEMISTRY (Agricultural.)		PHYSI- OLOGY.		GEO- LOGY.		LATIN.			GREEK.			FRENCH.			GER- MAN.	
	Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.			Year.			Year.			Year.	
	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.
Annapolis...	57	8	156	33	87	25	18	7	18	5	50	14	5	3	4	3	5	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Antigonish...	30	17	41	45	40	7	61	.....	21	22	32	28	4	.....	.....	150	9	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cape Breton...	8	4	81	39	30	28	28	.....	13	16	7	18	16	.....	.....	15	1	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colchester...	58	.....	58	6	85	4	93	.....	35	25	53	38	25	.....	.....	13	13	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cumberland...	62	15	74	21	74	37	9	.....	28	6	52	15	6	.....	.....	12	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Digby...	19	.....	36	9	20	11	7	.....	5	1	11	6	1	.....	.....	1	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Guyaboro...	.....	.....	13	17	5	1	13	.....	1	.....	7	4	1	.....	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Halifax City...	94	.....	12	.....	.....	46	.....	.....	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" Co.	135	81	96	34	148	88	94	.....	77	19	111	26	19	.....	.....	17	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hants...	26	.....	119	86	43	21	41	.....	37	5	65	11	5	.....	.....	3	4	4	.....	.....	.....	.....	.....	.....	.....	.....	69
Inverness...	.....	.....	40	24	33	12	19	.....	2	4	8	9	4	.....	.....	1	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kings...	51	4	189	6	43	91	19	.....	64	9	38	9	9	.....	.....	12	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lunenburg...	26	.....	63	24	35	63	44	.....	18	1	7	4	1	.....	.....	2	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pictou...	114	72	187	140	116	1	121	.....	67	5	79	56	79	.....	.....	5	16	58	.....	.....	.....	.....	.....	.....	.....	.....	.....
Queens...	.....	.....	13	10	.....	11	.....	.....	.....	5	10	12	5	.....	.....	5	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richmond...	.....	.....	10	4	18	3	.....	.....	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shelburne...	.....	.....	51	21	23	15	30	.....	16	11	29	15	11	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Victoria...	3	.....	12	20	12	3	6	.....	5	1	1	8	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Yarmouth...	23	.....	31	9	67	5	34	.....	20	18	26	27	18	.....	.....	5	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total, 1890...	718	201	1282	500	888	472	627	51	453	228	587	300	228	.....	.....	19	73	121	.....	.....	.....	.....	.....	.....	.....	.....	69
" 1891...	565	284	1250	528	1023	417	615	124	438	227	535	322	227	.....	.....	41	52	104	.....	.....	.....	.....	.....	.....	.....	.....	93
Increase...	163	.....	32	.....	135	55	12	.....	15	1	52	.....	22	.....	.....	.....	21	17	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease...	83	.....	28	.....	.....	.....	.....	78	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24





COUNTY.	SPELLING.								LANGUAGE.								GRAMMAR.		COMPOSITION.	
	Grade.								Grade.								Grade.		Grade.	
	II.	III.	IV.	V.	VI.	VII.	VIII.		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VII.	VIII.		
Annapolis.....	460	446	490	427	367	374	309		582	380	421	490	427	382	365	324	261	289		
Antigonish.....	512	537	417	411	247	251	148		376	287	440	366	349	291	355	177	312	159		
Capr Breton.....	1008	944	850	610	448	461	430		986	779	1280	927	590	453	453	415	344	324		
Colchester.....	792	680	696	555	555	569	398		709	636	621	645	523	512	940	433	352	300		
Cumberland.....	1140	981	881	785	526	590	262		1147	946	912	870	735	438	712	204	463	177		
Digby.....	641	603	538	431	344	293	165		916	534	543	532	412	328	291	167	260	164		
Guyssboro.....	536	451	450	436	271	212	132		459	374	370	377	379	266	498	163	306	135		
Halifax County.....	881	724	715	610	534	441	275		754	726	676	586	597	474	337	224	321	164		
“ City.....	1046	850	880	664	481	448	342		1504	1088	793	906	654	529	452	338	375	338		
Hants.....	1082	602	563	551	519	506	412		669	602	555	586	476	489	911	471	546	307		
Inverness.....	848	795	675	621	545	424	256		336	414	559	478	475	477	582	406	344	253		
Kings.....	840	526	507	529	475	452	454		443	445	509	467	476	380	923	438	566	353		
Lenenburg.....	903	876	737	669	589	331	322		542	505	604	593	558	431	639	307	387	240		
Pictou.....	1062	716	805	826	617	867	501		691	723	654	762	760	546	816	515	529	431		
Queens.....	300	187	307	235	260	195	123		139	121	138	233	249	151	331	199	81	139		
Richmond.....	438	386	328	252	118	173	114		485	302	545	316	249	118	170	101	140	91		
Shelburne.....	368	434	435	357	259	279	819		370	812	428	422	362	246	291	184	181	118		
Victoria.....	326	358	273	279	248	134	87		142	288	321	328	275	328	244	305	243	182		
Yarmouth.....	666	595	575	389	332	324	242		919	499	533	487	374	370	407	258	344	233		
Total, 1890.....	13849	11791	11122	9637	7735	7321	5166		12169	9961	10702	10271	8920	7159	9567	5629	6355	4397		
“ 1889.....	12895	11244	10968	9741	7344	6825	4380		11206	9525	9752	9703	8539	6865	8953	4952	5924	3857		
Increase.....	954	547	154	.....	391	496	786		963	436	950	568	381	594	614	647	431	540		
Decrease.....	.....	.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		





COUNTY.	WRITING.								INDUSTRIAL DRAWING.								BOOK-KEEP'G	LATIN.
	Grade.								Grade.								Grade.	
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VIII.	
Annapolis .....	673	442	448	488	427	868	374	309	462	842	361	435	388	301	268	179	169	19
Antigonish .....	438	428	457	440	391	292	228	121	65	46	75	82	67	71	39	8	82	18
Cape Breton .....	1010	962	935	857	591	458	450	412	120	157	137	227	155	162	159	145	117	6
Colchester .....	853	713	638	718	579	539	632	390	648	483	499	500	435	397	452	360	288	11
Cumberland .....	1480	1096	965	896	785	541	591	202	968	676	634	603	473	360	346	158	255	5
Digby .....	956	610	594	558	429	339	286	167	956	619	594	558	429	339	286	167	90	.....
Guyshoro .....	662	464	439	491	374	285	164	105	105	98	100	140	90	91	78	39	70	28
Halifax County .....	837	707	713	617	624	536	379	127	476	478	280	282	264	146	104	76	47	.....
“ City .....	1593	1009	793	903	660	529	374	318	1593	1009	793	903	660	529	374	341	17	27
Hants .....	775	626	581	557	515	523	476	355	351	400	358	378	388	307	309	190	274	16
Inverness .....	513	637	703	700	602	465	374	190	100	77	84	68	58	46	66	87	212	34
Kings .....	548	493	493	507	502	474	424	324	130	212	225	249	187	159	219	71	108	18
Lunenburg .....	910	780	817	764	624	487	424	293	436	542	464	475	439	354	277	168	214	.....
Pictou .....	639	813	724	842	830	605	863	496	244	368	307	322	376	302	456	261	287	49
Queens .....	177	175	252	290	221	172	200	106	164	103	192	151	78	70	80	26	61	23
Rimmond .....	651	443	379	232	260	127	174	101	114	40	41	22	45	10	8	11	19	3
Shelburne .....	454	339	431	428	372	274	274	169	180	230	234	224	230	150	143	65	101	7
Victoria .....	140	289	334	349	317	195	148	95	5	19	40	46	34	20	15	19	33	.....
Yarmouth .....	999	592	583	571	371	334	315	233	634	322	448	446	341	300	231	201	120	1
Total, 1890. ....	14358	11627	11309	11208	9474	7534	7150	4563	7751	6201	5866	6106	5116	4114	3905	2572	2564	265
“ 1889. ....	14748	11498	11184	10947	9537	7010	6617	4193	8416	5745	5863	6025	5247	3959	3677	2321	2022	198
Increase .....	.....	129	125	261	.....	524	538	370	.....	456	3	81	.....	155	228	251	542	67
Decrease .....	390	.....	.....	.....	63	.....	.....	.....	665	.....	.....	.....	131	.....	.....	.....	.....	.....

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM—Continued.  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis.....	189	50	10	191	50	8	198	44	8	199	42	8	192	41	8	187	50	8	187	50	8	9		
Antigonish.....	34	44	48	34	43	1	34	43	7	34	48	7	31	44	8	31	44	8	31	44	8	16		
Cape Breton.....	120	67	25	120	67	25	120	67	25	120	69	31	119	67	25	120	68	30	120	68	30	10		
Colchester.....	94	54	51	94	54	32	94	54	32	94	54	32	94	53	32	94	53	32	94	53	32	16		
Cumberland.....	90	25	8	90	24	7	90	24	7	90	28	7	90	28	7	90	28	7	90	28	7	2		
Digby.....	67	15	7	67	15	7	67	15	7	67	15	7	63	15	7	63	15	7	63	15	7	7		
Guysboro.....	25	13	12	25	8	6	27	8	5	27	6	5	25	8	6	25	8	6	25	8	6	2		
Halifax Co.....	47	.....	.....	36	.....	.....	73	.....	.....	73	.....	.....	37	.....	.....	21	.....	.....	21	.....	.....	.....		
" City.....	217	209	61	143	115	60	143	115	61	143	115	61	143	115	61	143	115	61	143	115	61	63		
Hants.....	121	18	14	136	10	61	138	10	10	138	10	10	141	10	9	141	10	9	141	10	9	14		
Inverness.....	22	29	21	22	28	.....	22	28	.....	22	28	.....	25	44	2	35	40	2	35	40	2	2		
Kings.....	129	54	39	127	54	24	136	60	24	136	60	24	119	60	24	133	55	17	133	55	17	8		
Lunenburg.....	44	2	.....	44	2	.....	44	2	.....	44	2	.....	63	28	2	63	30	2	63	30	2	2		
Pictou.....	167	150	174	167	125	68	167	125	169	167	125	68	172	123	69	172	125	69	172	125	69	50		
Queens.....	25	25	.....	25	37	6	25	37	6	25	37	6	25	23	6	25	25	6	25	25	6	2		
Richmond.....	19	5	2	19	5	2	19	5	2	19	5	2	12	5	2	19	5	2	19	5	2	2		
Shelburne.....	38	28	27	35	34	25	41	28	12	41	28	12	41	28	12	41	28	12	41	28	12	13		
Victoria.....	43	53	25	32	12	1	32	19	1	54	30	19	22	12	1	30	28	12	30	28	12	1		
Yarmouth.....	69	49	18	68	43	24	67	43	23	68	43	16	66	43	23	65	43	23	65	43	23	14		
Total, 1890.....	1560	889	542	1475	730	300	1399	728	400	1561	745	315	1480	749	304	1498	770	313	1498	770	313	233		
" 1889.....	1353	604	511	1434	611	307	1407	631	310	1413	627	301	1401	632	320	1431	635	342	1431	635	342	233		

COUNTY.	INDUS- TRIAL DRAWING.		BOOK- KEEPING.		PHY- SICS.		BOT- ANY.		CHEMISTRY (Inorganic.)		CHEMISTRY (Agricultural.)		PHYSI- OLOGY.		GEO- LOGY.		LATIN.			GREEK.			FRENCH.			GER- MAN.			
	Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.			Year.			Year.			Year.			
	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	
Annapolis ...	74	4	125	38	12	38	182	14	19	22	19	22	...	...	...	...	80	14	5	6	1	4	15	3	2	15	3	2	
Antigonish ...	16	20	34	41	40	45	45	21	10	6	10	6	...	...	...	...	9	21	10	3	4	...	135	10	5	135	10	5	
Cape Breton ...	23	...	96	49	20	72	27	1	1	6	1	6	...	...	...	...	14	10	14	...	2	7	13	5	...	13	5	...	
Colchester ...	31	2	75	51	...	...	94	19	14	19	14	19	32	41	40	30	41	40	30	2	12	...	15	6	6	15	6	6	
Cumberland ...	19	7	45	15	8	71	1	1	1	...	1	...	...	...	...	...	65	15	7	...	...	3	...	...	...	...	...	...	
Digby ...	24	...	38	6	8	56	9	...	...	1	...	...	...	...	...	...	11	6	3	...	4	...	8	3	...	8	3	...	
Guyshoro ...	9	...	16	6	...	...	22	11	1	4	...	...	...	...	...	...	28	1	1	...	1	1	...	...	...	...	...	...	
Halifax City ...	63	...	...	...	...	...	94	...	...	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
" Co. ....	143	80	134	36	157	134	27	...	...	...	...	...	23	23	...	...	116	55	23	...	...	...	...	...	...	...	...	...	
Hants ...	39	...	113	11	24	79	23	34	9	35	9	35	8	8	49	13	5	49	13	1	5	...	1	45	29	65	1	45	
Inverness ...	...	21	18	16	18	28	18	1	1	2	1	2	...	...	...	...	3	19	2	...	...	2	2	12	2	...	2	12	
Kings ...	63	2	94	43	9	124	7	7	7	56	7	56	...	...	...	...	22	21	10	...	...	4	1	8	8	...	1	8	
Lunenburg ...	26	...	63	26	35	63	44	2	2	18	2	18	...	...	...	...	7	4	1	2	...	...	...	...	...	...	...	...	
Pictou ...	30	...	156	149	62	152	97	27	27	51	...	...	...	...	...	...	105	39	54	...	12	39	75	56	19	...	75	56	
Queens ...	...	...	6	20	5	20	...	...	...	...	...	...	...	...	...	...	9	16	6	...	8	4	...	...	...	...	...	...	
Richmond ...	...	...	12	4	...	4	...	...	...	1	...	...	...	...	...	...	1	2	...	1	2	...	4	3	...	...	...	...	
Shelburne ...	8	...	41	28	20	54	6	6	6	11	...	...	...	...	...	...	25	14	10	...	...	5	...	...	1	...	...	...	
Victoria ...	12	...	26	8	13	19	2	1	1	1	1	1	19	1	5	...	...	...	...	...	...	...	...	...	...	...	...	...	
Yarmouth ...	4	...	34	24	15	55	2	2	1	12	...	...	...	...	...	...	41	26	13	2	1	7	40	44	17	...	40	44	
Total, 1890..	584	136	1126	571	446	1363	328	134	134	277	88	277	88	277	624	321	193	624	321	15	67	102	322	201	91	65	322	201	
" " .....	710	277	978	476	370	1282	275	192	192	323	129	323	129	323	511	271	190	511	271	37	52	87	856	171	127	108	856	171	
Increase..	...	...	148	95	76	81	53	...	58	46	...	...	...	...	113	50	3	113	50	22	15	15	...	30	...	...	30	...	
Decrease..	126	141	...	...	...	...	...	...	...	...	41	...	...	...	...	...	...	...	...	...	...	...	34	...	86	43	...	34	...

TABLE VII.

## PUBLIC SCHOOLS: RECORD OF VISITATION.

COUNTY.	WINTER TERM.			SUMMER TERM.	
	No. of visits by Trustees and Secretary.	By Inspector.	By other Visitors.	No. of visits by Trustees and Secretary.	By Inspector.
Annapolis .....	278	101	1145	182	100
Antigonish .....	469	79	1191	369	69
Cape Breton .....	705	89	2172	678	125
Colchester .....	422	63	1708	335	131
Cumberland .....	561	45	2333	458	156
Digby .....	257	87	967	217	86
Guysboro' .....	299	56	1448	307	70
Halifax County .....	371	113	1371	306	129
" City .....	483	111	638	447	84
Hants .....	313	110	1292	247	123
Inverness .....	957	55	2744	951	91
Kings .....	400	109	1793	231	111
Lunenburg .....	566	147	2487	365	141
Pictou .....	659	140	3296	424	158
Queens .....	118	46	607	138	42
Richmond .....	385	41	773	363	74
Shelburne .....	218	64	1145	182	73
Victoria .....	292	34	1064	336	59
Yarmouth .....	343	96	1568	222	102
Total, 1890..	8096	1586	29743	6758	1924
" 1889..	7986	1578	28657	6443	1729
Increase .....	110	8	1086	315	195
Decrease .....					



COUNTY.	No. of Schools open this term.	No. in session less than 80 days during this term.	No. in session 80 days or upwards during this term.	Total No. in session less than 100 days.	No. in session 100 days or upwards but less than full term.	No. in session the full term.	Average No. of days all schools were in session.	No. of Schools in session less than full term.	No. in session 100 days or upwards but less than full term.	Total No. in session less than 100 days.	No. in session 100 days or upwards but less than full term.	No. in session the full term.	Average No. of days all schools were in session.
Annapolis.....	46	50	111.63	104	3	5	8	116	1	7	8	64	108.9
Antigonish.....	42	38	114.8	88	4	4	8	90	1	5	6	64	109.
Cape Breton.....	49	88	108.6	148	6	5	11	161	14	10	24	100	104.6
Colchester.....	52	72	112.	133	4	5	9	145	10	6	16	64	104.8
Cumberland.....	93	53	110.	180	6	8	14	178	17	12	29	58	108.
Digby.....	37	48	113.	90	.....	5	5	37	3	4	7	46	107.4
Guysboro.....	31	48	113.7	81	1	1	2	88	2	8	10	52	107.2
Halifax County.....	54	57	111.	125	4	10	14	141	23	9	32	61	106.
" City.....	2	115	117.5	115	1	.....	1	122	26	96	122	.....	188.
Hants.....	57	50	111.4	115	3	5	8	124	1	4	5	62	108.5
Inverness.....	39	88	108.5	158	24	7	31	163	34	18	42	90	101.1
Kings.....	49	35	107.5	114	5	5	30	117	9	20	29	39	141.2
Lunenburg.....	44	101	113.	153	3	5	8	150	2	4	6	33	111
Pictou.....	72	77	112.5	160	5	6	11	168	3	6	9	90	109.
Queens.....	17	83	114.	51	.....	1	1	56	.....	1	1	19	36
Richmond.....	20	36	109.5	62	3	3	6	74	2	2	2	29	43
Shelburne.....	57	15	112.	77	3	2	5	75	2	4	4	54	17
Victoria.....	68	2	7	9	18	41	108.8	78	13	4	17	22	34
Yarmouth.....	104	.....	3	3	69	32	112.	106	3	6	9	74	106.
Total, 1890.....	2169	77	107	184	848	1077	111.5	2243	156	222	378	1038	104.6
" 1889.....	2069	67	109	176	723	1170	111.4	2193	125	169	294	1063	105.
Increase.....	40	10	.....	8	125	.....	.1	50	31	53	84	.....	.....
Decrease.....	.....	.....	2	.....	.....	93	.....	.....	.....	.....	.....	.....	.....

TABLE IX.—COMPARATIVE STATEMENT OF EXPENDITURE OF GOVERNMENT GRANTS TO COMMON SCHOOLS AND OF SECTIONAL ASSESSMENT.

COUNTY.	Population.	GOVERNMENT GRANTS.								Amount voted at last Annual Meeting for school purposes, exclusive of building and repairs.	Amount voted for building and repairs.
		WINTER TERM.				SUMMER TERM.					
		No. of Schools in session.	No. of Pupils registered.	Sum of Grants.	Cost to Government per pupil.	No. of Schools in session.	No. of Pupils registered.	Sum of Grants.	Cost to Government per pupil.		
Annapolis .....	20598	104	3685	\$4419 70	\$1 19	116	3906	\$4841 10	\$1 24	\$12476 50	\$2804 00
Antigonish .....	18065	88	3281	3381 81	1 03	90	3310	3373 99	1 01	8293 00	1114 00
Cape Breton .....	31258	148	5941	5980 44	99	161	6488	6170 87	95	20060 00	1502 00
Colchester .....	26720	133	5107	5273 47	1 03	145	5682	5583 42	98	18128 00	3250 45
Cumberland .....	27368	161	6280	6079 69	97	178	7226	6535 54	90	23909 00	5184 00
Digby .....	19881	90	3769	3482 66	92	97	4172	3788 99	89	10157 00	1779 00
Guyshoro' .....	17808	81	3152	2996 42	95	88	3312	3238 43	97	9514 00	3435 00
Halifax Co. ....	31817	125	5175	4792 51	92	141	5742	5287 67	92	17843 00	6153 00
" City .....	36100	118	6348	5345 56	84	122	6570	5402 33	82	72900 00	4000 00
Hants .....	23359	115	4360	4620 35	1 06	124	4879	5007 19	1 02	16718 00	3112 00
Inverness .....	25651	158	4955	5498 62	1 10	163	5743	5517 11	96	10493 00	1093 00
Kings .....	23469	114	4430	4607 79	1 10	117	4205	4638 40	1 07	22755 00	3312 00
Lenenburg .....	28583	153	6106	5516 92	90	150	5798	5365 62	92	14405 00	3023 00
Pictou .....	35535	160	6391	6562 65	1 02	168	6699	6829 15	1 01	23726 00	3207 00
Queens .....	10777	51	2025	1944 00	96	56	2025	2158 82	1 06	5255 00	500 00
Richmond .....	15121	62	2217	2160 34	97	74	2786	2738 45	98	5587 00	837 00
Shelburne .....	14913	77	3181	2936 73	92	75	2990	2857 21	95	9064 00	2053 00
Victoria .....	12470	68	2073	2262 02	1 09	73	2275	2250 37	98	4739 00	1212 00
Yarmouth .....	21281	104	4338	4168 32	96	105	4362	4063 74	93	20042 00	4089 00
Total, 1890 .....	440572	2109	82794	82000 00	99	2243	88170	85500 00	96	326069 50	51450 50
" 1889 .....	440572	2069	82371	82000 00	99	2193	86488	85500 00	98	287807 55	53008 64

Municipality	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	28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TABLE X.—(CONTINUED). PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, 1890.

STATIONS.	FEMALE C.			MALE D.			FEMALE D.			Total received Grade A.	Total received Grade B.	Total received Grade C.	Total received Grade D.	Total received Licenses.	No. rec'd high-er Grade than held before.	No. rec'd same Grade as held before.	No. rec'd low-er Grade than held before.	New applic'ts rec'd license.	No. rec'd grade applied for.	No. rec'd low-er Grade than applied for.	No. failed.
	Cand'tes for Grade C.	Received Grade C.	Failed.	Cand'tes for Grade D.	Received Grade D.	Failed.	Cand'tes for Grade D.	Received Grade D.	Failed.												
Amherst .....	26	2	8	16	.....	.....	6	1	5	.....	5	10	15	.....	5	.....	10	5	10	21	
Antigonish .....	23	7	7	9	5	4	18	11	7	1	5	18	29	53	10	10	1	32	32	26	
Aricat .....	2	.....	.....	2	6	2	9	5	4	.....	2	3	9	14	5	.....	.....	8	12	2	
Baddeck .....	7	3	3	2	9	3	12	3	9	.....	2	6	16	24	6	6	.....	12	14	10	
Barrington .....	6	2	3	3	.....	.....	11	5	6	.....	1	2	8	11	2	1	.....	8	8	3	
Bridgetown .....	44	17	8	19	.....	.....	8	2	6	.....	6	23	15	44	10	5	1	28	29	15	
Cheticamp .....	1	1	.....	.....	8	5	9	2	7	.....	1	4	10	15	4	3	.....	8	12	3	
Clare .....	5	.....	1	4	2	2	24	4	20	.....	.....	.....	5	5	.....	1	.....	4	4	1	
Digby .....	7	.....	.....	4	.....	.....	8	3	5	.....	1	1	7	9	.....	3	.....	6	4	5	
Guysboro' .....	9	2	3	4	1	1	6	.....	6	.....	1	3	4	8	.....	2	.....	6	3	5	
Halifax .....	43	12	12	19	.....	.....	14	9	5	2	8	21	22	53	12	3	1	37	35	18	
Kentville .....	24	9	7	8	1	1	10	7	3	1	9	13	11	34	8	3	.....	23	22	12	
Liverpool .....	16	9	5	2	1	1	10	7	3	.....	.....	13	14	27	3	2	.....	22	18	9	
Lunenburg .....	30	11	8	11	1	1	24	8	16	.....	2	11	20	33	7	2	.....	21	22	11	
Margaree Forks .....	9	4	3	2	13	5	7	2	5	.....	.....	9	13	22	9	3	.....	10	16	6	
New Glasgow .....	30	8	8	14	3	1	10	1	9	.....	5	22	14	41	12	10	.....	19	22	19	
Normal School .....	27	12	7	8	.....	.....	8	4	4	23	.....	28	15	65	34	16	.....	15	39	26	
Pictou .....	27	6	1	10	.....	.....	12	1	11	1	6	6	16	29	8	5	1	15	14	15	
Port Hawkesbury .....	4	.....	.....	4	3	1	5	4	1	.....	.....	.....	6	6	.....	1	.....	5	5	1	
Port Hood .....	4	.....	2	2	13	4	25	2	23	.....	1	1	13	15	1	4	.....	10	7	8	
Shelburne .....	13	9	.....	4	.....	.....	5	4	1	.....	3	14	7	24	7	3	.....	14	18	6	
Sherbrooke .....	2	2	.....	4	.....	.....	6	4	2	.....	.....	4	4	8	.....	1	.....	7	7	1	
Sylvestre .....	41	9	13	19	14	5	23	4	19	.....	1	19	31	51	10	7	2	32	26	25	
Tatungouche .....	10	2	3	5	.....	.....	17	8	9	.....	1	4	13	18	4	.....	.....	14	13	5	
Truro .....	31	12	7	1	1	.....	28	14	14	3	1	14	29	47	8	4	1	34	31	16	
Windsor .....	21	7	3	11	.....	.....	7	4	3	10	.....	11	9	30	10	1	.....	19	24	7	
Yarmouth .....	15	3	3	9	.....	.....	17	4	13	3	3	6	8	17	2	5	.....	10	10	5	
.....	477	160	95	105	91	51	937	110	918	8	91	281	358	718	172	106	8	432	452	260	
.....	223	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

TABLE XI.

## SPECIAL GOVERNMENT AID TO POOR SECTIONS.

COUNTY.	Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	Winter Term.	Summer Term.	
is .....	\$99 73	\$175 20	\$274 93
ish .....	73 66	98 60	172 35
etson .....	51 35	112 54	163 89
er .....	150 00	150 00	300 00
land .....	90 12	143 02	233 14
.....	101 93	120 68	222 61
'o' .....	108 44	124 48	232 92
.....	95 18	166 43	261 51
.....	104 29	163 48	267 77
ss .....	116 08	69 88	185 96
.....	126 54	158 12	284 66
urg .....	118 20	106 18	225 38
.....	94 90	116 84	211 74
.....	72 90	91 67	164 57
ad .....	67 41	87 86	155 27
ne .....	32 26	33 91	66 17
.....	47 25	49 35	96 60
th .....	91 06	89 96	181 02
Total, 1890....	\$1642 30	\$2058 29	\$3700 59
" 1889....	1440 29	1857 86	3298 15
Increase.....	202 01	200 43	402 44
Decrease .....			

TABLE XII.

## POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools.		Amount of County paid to these Schools above ordinary allowance.	
	Winter Term.	Summer Term.	Winter Term.	Summer Term.
Annapolis, County of .....	14	25	\$82 28	\$166 54
Antigonish, " .....	10	14	59 08	97 38
Cape Breton, " .....	17	21	68 46	120 37
Colchester, " .....	17	22	113 03	134 42
Cumberland, " .....	14	19	85 79	92 23
Digby, District of .....	13	15	105 76	112 77
Clare, " .....	6	9	43 50	62 68
Guysboro' " .....	6	8	43 66	53 66
St. Mary's, " .....	4	6	31 47	35 37
Halifax, County of .....	12	20	103 16	129 04
Hants, District of East .....	9	13	44 74	79 50
" " West .....	7	11	56 03	77 08
Inverness, County of .....	14	10	88 37	63 91
Kings, " .....	19	25	132 63	183 81
Lunenburg and New Dublin.	8	10	55 89	60 60
Chester, District of .....	5	3	31 43	25 05
Pictou, County of .....	14	16	85 56	105 73
Queens, " .....	9	13	61 52	84 97
Richmond, " .....	12	13	87 49	94 69
Shelburne, District of ....	4	2	19 37	14 72
Barrington, " .....	3	3	19 47	16 90
Victoria, County of .....	8	9	68 05	59 94
Yarmouth, District of .....	8	8	50 79	54 86
Argyle, " .....	6	8	55 53	60 50
Total, 1890 .....	233	304	1593 06	1996 72
" 1889 .....	221	290	1567 05	1965 97
Increase .....	11	14	26 01	30 75
Decrease .....				



TABLE XIII.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR WINTER TERM ENDED  
APRIL 30, 1890.

LOCALITIES.	Grand total days' attendance made by all the Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount apportioned.	Amount per Pupil in attendance the Full Term.
.....	248141	\$1292 32	\$1588 28	\$75 00	\$120 00	\$3075 60	\$ 73
.....	105325	1090 27	1618 78	.....	.....	2709 00	95
n.....	385802	1815 46	2814 64	.....	60 00	4690 10	83
.....	330843	1455 16	1726 88	37 50	270 00	3488 99	76
d.....	361575	2213 11	1637 43	75 00	180 00	4105 54	59
.....	145860	734 37	1042 49	22 83	54 78	1854 47	79
.....	96954	434 35	682 55	14 67	35 22	1166 79	82
.....	185185	736 34	1093 61	26 98	64 77	1922 00	92
.....	50665	306 46	405 79	10 52	25 23	748 00	90
ounty.....	332214	1330 56	2746 94	37 50	60 00	4175 00	1 21
t.....	123907	698 52	806 22	18 18	29 08	1552 00	74
et.....	144387	605 15	994 61	19 32	30 92	1650 00	1 00
.....	282538	1821 20	2051 31	.....	.....	3872 51	84
.....	282069	1398 89	2107 47	37 50	.....	3543 86	83
and New	.....	.....	.....	.....	.....	.....	.....
.....	343101	1581 75	1882 71	30 78	24 63	3519 87	61
.....	60637	324 23	431 10	6 72	5 37	767 42	70
.....	435854	1991 18	3196 32	112 50	30 00	5330 00	84
.....	139547	664 94	921 75	.....	.....	1586 69	74
.....	135442	756 57	1422 78	.....	90 00	2270 35	1 18
.....	106725	534 15	578 70	.....	46 65	1159 50	62
.....	97986	444 76	589 34	.....	43 35	1077 45	70
.....	122152	826 35	1043 65	.....	.....	1870 00	98
.....	167742	769 21	905 01	20 28	32 45	1726 95	62
.....	120747	555 79	865 09	17 22	27 55	1465 65	82
al, 1890 ..	4844399	\$24381 39	\$33153 85	\$562 50	\$1280 00	\$59327 74	\$ 82
1889 ..	4944837	23823 59	33761 99	562 50	1110 00	59258 00	82
.....	.....	557 80	.....	.....	120 00	69 66	.....
e.....	100438	.....	608 14	.....	.....	.....	.....



TABLE XIV.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR SUMMER TERM  
OCTOBER 31, 1890.

MUNICIPALITIES.	Grand total days' attendance made by all the Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount apportioned.
Annapolis .....	254223	\$1512 02	\$1459 56	\$37 50	\$90 00	\$3099 08
Antigonish .....	175326	1151 00	1558 00	.....	.....	2709 00
Cape Breton .....	378502	1962 83	2626 79	.....	90 00	4670 62
Colechester .....	356434	1623 56	1523 35	37 50	270 00	3459 41
Cumberland .....	409617	2130 11	1749 80	75 00	150 00	4104 91
Digby .....	150751	770 78	948 95	22 83	73 04	1815 60
Clare .....	111163	493 59	611 69	14 67	48 96	1166 91
Guysboro' .....	129711	742 77	1109 07	26 98	43 18	1922 00
St. Mary's .....	54508	378 34	342 31	10 52	16 82	748 00
Halifax County ....	340841	1561 90	2248 10	75 00	90 00	3975 00
Hants, East .....	142284	762 90	730 94	.....	58 16	1552 00
" West .....	157282	710 80	877 36	.....	61 84	1650 00
Inverness .....	282153	1878 97	1968 03	.....	.....	3847 00
Kings .....	252835	1446 13	2036 37	37 50	.....	3520 00
Lunenburg and New Dublin .....	305933	1591 41	1876 34	30 78	24 73	3523 16
Chester .....	51895	234 10	471 28	6 72	5 37	767 47
Pictou .....	418963	2090 10	3059 90	150 00	30 00	5330 00
Queens .....	127189	737 61	811 86	37 50	.....	1586 97
Richmond .....	158579	938 49	1267 27	.....	60 00	2265 76
Shelburne .....	103703	538 22	559 50	.....	62 20	1159 92
Barrington .....	91265	397 29	622 36	.....	57 80	1077 45
Victoria .....	115857	828 94	1041 06	.....	.....	1870 00
Yarmouth .....	164085	781 34	892 88	20 28	32 45	1725 95
Argyle .....	119443	542 84	878 04	17 22	27 55	1465 65
Total, 1890 ..	4852042	\$25856 05	\$31275 81	600 00	\$1290 04	\$59021 86
" 1889 ..	4768275	25281 37	32099 05	562 50	1080 00	59022 92
Increase .....	83767	574 68	.....	37 50	210 00	.....
Decrease .....	.....	.....	823 24	.....	.....	1 00

COUNTY.	Paid to Teachers—Winter Term.	Paid to Teachers—Summer Term.	TOTAL.	County Academies for the year.	Total Assignable to Counties.	OTHER SERVICES AND TOTAL EXPENDITURE • FOR EDUCATION.	
Annapolis .....	\$4419 70	\$4841 10	\$9260 80	\$500 00	\$9760 80	Inspectors' Salaries .....	\$12177 66
Antigonish .....	3381 81	3873 99	6755 80	1000 00	7755 80	" Stationery, Postage, &c .....	500 00
Cape Breton .....	5930 44	6170 87	12101 31	1000 00	13101 31	Examination .....	338 53
Colchester .....	5278 47	5583 42	10866 89	1500 00	12366 89	Travelling Expenses—Normal School Pupils .....	767 65
Cumberland .....	6079 69	6535 54	12615 23	500 00	13115 23	Salaries .....	3000 00
Digby .....	3482 66	3738 99	7221 65	500 00	7721 65	Travelling Expenses—Superintendent .....	400 00
Guysboro .....	2996 42	3238 43	6234 85	500 00	6734 85	Office Expenses, (Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, &c.) .....	1626 73
Halifax County .....	4792 51	5287 67	10080 18	.....	10080 18	Total .....	19310 57
" City .....	5345 56	5402 33	10747 89	1720 00	12467 89	Last Column .....	181140 00
Haute .....	4620 35	5007 79	9628 14	500 00	10128 14	Total for Public Schools, 1890 .....	200450 57
Inverness .....	5498 62	5517 11	11015 73	450 00	11465 73	" " 1889 .....	199785 73
Kings .....	4607 79	4538 40	9146 19	500 00	9646 19	Increase .....	\$664 84
Lunenburg .....	5516 92	5365 62	10882 54	500 00	11382 54	Total for Public Schools .....	\$200450 57
Pictou .....	6562 65	6829 15	13391 80	1720 00	15111 80	" Institution for Deaf and Dumb, and Halifax School for the Blind .....	4425 00
Queens .....	1944 00	2158 92	4102 92	500 00	4602 82	" Normal and Model Schools .....	7343 00
Richmond .....	2160 34	2738 45	4898 79	250 00	5148 39	" School of Agriculture .....	1215 00
Shelburne .....	2956 71	2857 21	5813 94	500 00	6313 94	Total Expenditure, 1890 .....	213438 57
Victoria .....	2262 02	2250 37	4512 39	500 00	5012 39	" " 1889 .....	212921 86
Yarmouth .....	4168 32	4064 74	8233 06	1000 00	9233 06	Increase .....	\$511 71
Total, 1890 .....	\$32000 00	\$35500 00	\$167500 00	\$13640 00	\$181140 00		
" 1889 .....	\$20000 00	\$5500 00	167500 00	13356 66	180856 66		
Increase .....	.....	.....	.....	283 34	283 34		
Decrease .....	.....	.....	.....	.....	.....		

**TABLE XVI.—AVERAGE SALARY OF MALE TEACHERS FOR THE SCHOOL YEAR 1889-90.**  
*For Rates paid during Term ended April 30th, 1890.*

COUNTY.	ANNUAL AVERAGE SALARY OF MALE TEACHERS.								
	1ST CLASS—GRADES A AND B.			2ND CLASS—GRADE C.			3RD CLASS—GRADE D.		
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.
Annapolis .....	\$113 48	\$296 18	\$409 60	\$85 10	\$169 18	\$254 28	\$56 74	\$124 60	\$181 34
Antigonish .....	113 48	223 78	337 26	85 10	131 00	216 10	56 74	96 50	153 24
Cape Breton .....	113 48	267 40	370 88	85 10	119 60	204 70	56 74	60 00	116 74
Colchester .....	113 48	498 50	611 98	85 10	182 50	267 60	56 74	60 00	116 74
Cumberland .....	113 48	344 00	457 48	85 10	177 00	262 10	56 74	161 00	217 74
Digby .....	113 48	279 55	393 03	85 10	179 00	264 10	56 74	205 00	261 74
Guysboro .....	113 48	313 75	427 23	85 10	163 71	248 81	56 74	80 00	136 74
Halifax County .....	113 48	385 00	498 48	85 10	180 00	265 10	56 74	192 00	248 74
" City .....	113 48	768 52	882 00	85 10	233 33	318 43	56 74	153 33	210 07
Hants .....	113 48	339 55	453 03	85 10	102 00	187 10	56 74	66 00	122 74
Inverness .....	113 48	168 00	281 48	85 10	211 23	296 33	56 74	194 00	250 74
Kings .....	113 48	276 00	389 48	85 10	116 00	201 10	56 74	122 00	178 74
Lunenburg .....	113 48	284 25	397 73	85 10	154 63	239 73	56 74	132 00	188 74
Pictou .....	113 48	420 03	533 51	85 10	174 67	259 77	56 74	100 00	156 74
Queens .....	113 48	306 00	419 48	85 10	127 25	212 25	56 74	86 67	143 51
Richmond .....	113 48	185 00	298 48	85 10	208 84	293 94	56 74	92 00	148 74
Shelburne .....	113 48	287 00	400 98	85 10	98 00	183 10	56 74	101 00	157 74
Victoria .....	113 48	145 00	258 48	85 10	228 33	313 43	56 74	167 00	223 74
Yarmouth .....	113 48	425 60	539 08	85 10					
Total, 1890 .....	\$113 48	\$326 48	\$439 96	\$85 10	\$164 23	\$249 33	\$56 74	\$125 47	\$182 21
" " 1889 .....	115 32	322 52	437 84	86 50	163 81	250 31	57 66	124 61	182 27

## ANNUAL AVERAGE SALARY OF FEMALE TEACHERS.

COUNTY.	1ST CLASS—GRADE B.				2ND CLASS—GRADE C.				3RD CLASS—GRADE D.			
	Provincial Grant.	From Section.	Total.		Provincial Grant.	From Section.	Total.		Provincial Grant.	From Section.	Total.	
Annapolis .....	\$113 48	\$147 50	\$260 98		\$85 10	\$126 42	\$211 52		\$56 74	\$85 80	\$142 54	
Antigonish .....	113 48	160 00	273 48		85 10	110 77	195 87		56 74	84 70	141 44	
Cape Breton .....	113 48	205 00	318 48		85 10	146 11	231 21		56 74	103 39	160 04	
Colechester .....	113 48	185 50	298 48		85 10	118 65	195 75		56 74	86 60	143 34	
Cumberland .....	113 48	160 00	273 48		85 10	137 00	222 10		56 74	96 00	152 74	
Digby .....	113 48	140 00	253 48		85 10	108 91	194 01		56 74	106 46	163 20	
Guyaboro .....	113 48	156 66	270 14		85 10	127 76	212 86		56 74	97 77	154 51	
Halifax Co. ....	113 48	251 00	364 48		85 10	173 00	258 10		56 74	97 00	153 74	
" City .....	113 48	336 52	450 00		85 10	274 90	360 00		56 74	24 26	300 00	
Hants .....	113 48	212 67	326 15		85 10	135 90	221 07		56 74	95 26	152 00	
Inverness .....	113 48	160 00	273 48		85 10	90 00	175 10		56 74	60 00	116 74	
Kings .....	113 48	204 90	318 38		88 10	136 46	221 56		56 74	94 90	151 64	
Lenenburg .....	113 48	158 00	271 48		85 10	131 00	216 10		56 74	98 00	154 74	
Pictou .....	113 48	175 88	289 36		85 10	134 80	219 90		56 74	94 12	150 86	
Queens .....					85 10	120 35	205 45		56 74	96 85	153 59	
Richmond .....	113 48	50 00	193 48		85 10	93 33	178 43		56 74	81 29	138 13	
Shelburne .....	113 48	226 00	339 48		85 10	132 80	217 90		56 74	102 09	158 83	
Victoria .....	113 48	180 00	293 48		85 10	119 00	204 10		56 74	85 00	141 74	
Yarmouth .....	113 48	200 00	313 48		85 10	174 00	259 10		56 74	114 13	170 87	
Total, 1890.....	\$113 48	\$185 54	\$299 02		\$85 10	\$135 95	\$221 05		\$56 74	\$101 19	\$157 93	
" 1889.....	115 32	181 97	297 29		86 50	136 51	223 01		57 60	103 45	161 11	
Increase .....		3 57	1 73									
Decrease .....	1 84				1 40	56	1 96		92	2 26	3 18	

TABLE XVII.—COUNTY ACADEMIES.

ACADEMY.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, AGE, &c.															No. of Females.	No. of Males.	Average age of Pupils.
		No. of Teachers.	No. of Assistants.	No. of Depart-ments.	No. of Pupils enrol- led during year.	Average No. of Pu- pils daily present during year.	Average No. of Pu- pils daily present dur'g winter term.	Average No. of Pu- pils daily present dur'g summer term.	No. of 1st years Pupils.	No. of 2nd years Pupils.	No. of 3rd years Pupils.	No. of Pupils be- longing to Section.	No. of Pupils be- longing to Co., but outside of Section.	No. of Pupils from outside of County.	No. of Pupils under 15 years of age.	No. of Pupils over 15 years of age.						
Annapolis .....	W. M. McVicar, A.M. ....	1	...	1	40	21.1	20.	22.3	24	11	5	20	20	...	10	30	15.5	15				
*Antigonish .....	Rev. N. McNeil, D. D. ....	2	2	4	140	65.	82.4	47.	44	48	48	33	48	59	20	120	17.	52				
Cape Breton .....	E. T. MacKeen .....	2	...	2	87	42.6	51.9	33.4	38	30	19	41	14	32	30	57	18.	39				
*Colchester .....	W. R. Campbell, A. B. ....	3	1	3	158	85.8	99.1	70.7	78	50	23	727	30	1	103	55	15.	94				
Cumberland .....	H. S. Freeman, A. B. ....	2	...	2	65	31.1	29.6	32.9	28	30	7	51	14	...	24	41	15.	39				
Digby .....	John F. Godfrey .....	1	...	1	35	15.	16.5	13.3	16	10	9	26	9	...	13	22	15.	18				
Guyssboro' .....	I. M. Longley, A. B. ....	1	...	1	84	15.5	14.	17.	17	12	5	21	12	1	8	26	15.4	11				
Halifax .....	A. H. McKay, B. A., B. Sc. ....	6	5	6	268	162.	156.	169.	111	92	65	218	43	7	107	161	15.7	120				
Hants .....	John A. Smith, B. A. ....	1	...	1	46	28.	27.4	18.7	23	14	9	40	6	...	10	36	16.	26				
Inverness .....	F. H. Coops, B. A. ....	1	...	1	41	24.6	27.9	21.3	21	18	2	32	8	1	20	21	16.	15				
Kings .....	Angus McLeod .....	1	...	1	47	25.7	25.5	25.9	21	14	12	37	10	...	30	17	15.	21				
Lunenburg .....	B. McKittrick, B. A. ....	1	...	1	56	27.1	24.6	22.6	28	22	6	41	15	...	33	23	16.	19				
*Pictou .....	Robt. McLellan .....	4	...	4	258	129	155.2	97.	80	89	89	118	88	52	36	222	16.4	101				
Queens .....	Nicholas Smith .....	1	...	1	44	33.5	35.	31.	16	20	8	29	14	1	5	39	16.	18				
Richmond .....	S. A. Moton, B. A. ....	1	...	1	29	13.7	13.8	13.6	23	4	2	26	3	...	20	9	14.	17				
Shelburne .....	Dugald Stewart, B. A. ....	1	...	1	54	29.4	33.7	24.5	21	15	8	49	5	...	21	33	15.	29				
Victoria .....	R. J. McDonald, B. A. ....	1	...	1	35	15.2	20.	9.7	11	14	10	31	4	...	6	29	16.5	11				
Yarmouth .....	A. Cameron .....	2	2	2	82	46.	50.	40.	36	23	23	76	6	...	26	56	15.5	32				
Total, 1890. ....		32	5	33	1519	805.3	882.6	716.9	636	526	357	1016	349	154	522	997	15.6	754				



ACADEMY.	No. of Pupils Registered at date of Examination.	EXAMINATION BY YEARS.				Total No of Pupils presented.	NO. OF PUPILS PASSED BY YEARS.			
		1st Year.	2nd Year.	3rd Year.	4th Year.		1st Year.	2nd Year.	3rd Year.	4th Year.
Annapolis.....	84	17	7	4	.....	28	15	7	4	.....
Antigonish.....	113	16	43	25	6	90	14	40	23	6
Cape Breton.....	51	17	22	6	.....	45	15	20	6	.....
Colchester.....	132	43	36	19	.....	98	38	35	18	.....
Cumberland.....	41	16	8	3	.....	27	12	6	3	.....
Digby.....	24	10	6	5	.....	21	8	5	5	.....
Guyshoro.....	28	12	7	4	.....	23	10	6	4	.....
Halifax.....	215	89	69	48	.....	206	80	65	45	.....
Hants.....	37	14	8	8	.....	30	11	7	8	.....
Inverness.....	36	15	15	2	.....	32	12	12	2	.....
Kings.....	34	13	5	7	.....	25	10	4	7	.....
Lunenburg.....	48	11	23	2	.....	36	9	20	2	.....
Pictou.....	216	18	40	53	54	165	16	36	50	54
Queens.....	42	16	15	4	.....	35	14	12	4	.....
Richmond.....	21	12	3	2	.....	17	10	3	2	.....
Shelburne.....	43	18	12	5	.....	30	11	11	5	.....
Victoria.....	21	10	7	.....	.....	17	8	7	.....	.....
Yarmouth.....	63	26	12	11	.....	49	22	10	11	.....
Total, 1890.....	1199	368	338	208	60	974	315	306	199	60
" 1889.....	1146	363	328	179	30	900	301	292	165	30
Increase.....	53	5	10	29	30	74	14	14	34	30
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total No. of Pupils passed.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total No. of Pupils presented.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XVII.—COUNTY ACADEMIES—Continued.

ACADEMY.	LIBRARY AND APPARATUS.						INCOME.			EXPENDITURE.			
	No. of Bound Volumes in Li- brary.	No. of Globes.	No. of Wall Maps.	No. of Diction- aries and Gaze- teers.	Cash Value of other Appar- atus.	From Fees.	Provincial Grant.	From other Sources.	Salaries of Teachers.	Expended on Buildings.	Expended for Books and Ap- paratus.	Miscellaneous.	
Annapolis .....	.....	2	13	2	\$75 00	.....	\$500 00	\$650 00	\$800 00	\$350 00	.....	.....	
Antigonish .....	1724	3	26	4	550 00	.....	1000 00	1100 00	1750 00	95 00	\$25 00	\$280 00	
Cape Breton .....	200	1	22	5	265 00	.....	1000 00	875 00	1600 00	250 00	25 00	.....	
Colchester .....	55	1	6	3	200 00	.....	1500 00	10650 00	2500 00	9600 00	50 00	.....	
Cumberland .....	9	1	20	3	90 00	.....	500 00	1040 00	1430 00	.....	100 00	10 00	
Digby .....	.....	.....	2	1	30 00	.....	500 00	290 00	750 00	.....	20 00	20 00	
Guysboro .....	190	1	8	2	30 00	.....	500 00	450 00	750 00	200 00	.....	.....	
Halifax .....	630	1	50	7	725 00	\$76 00	1720 00	8423 23	6822 61	647 16	29 31	2720 15	
Hants .....	.....	1	8	2	100 00	.....	500 00	810 09	800 00	.....	10 00	.....	
Inverness .....	.....	1	7	2	50 00	.....	450 00	250 00	675 00	25 00	.....	.....	
Kings .....	.....	2	11	.....	.....	.....	500 06	670 00	900 00	50 00	20 00	200 00	
Lunenburg .....	155	2	21	3	100 00	.....	500 00	1100 00	800 00	500 00	50 00	250 00	
Pictou .....	1150	2	53	3	1500 00	314 00	1720 00	2134 00	3250 00	625 00	.....	293 00	
Queens .....	.....	1	15	2	60 00	.....	500 00	250 00	750 00	.....	.....	.....	
Richmond .....	2	1	7	2	50 00	.....	250 00	500 00	750 00	.....	.....	.....	
Shelburne .....	35	2	20	2	50 55	.....	500 00	400 00	750 00	100 00	50 00	.....	
Victoria .....	.....	1	5	2	100 00	.....	500 00	370 00	750 00	40 00	20 00	60 00	
Yarmouth .....	.....	2	24	5	375 00	.....	1000 00	850 09	1800 00	50 00	.....	.....	
Total, 1899.....	4145	25	318	50	\$4345 00	\$390 00	\$13640 00	\$30312 23	\$27627 61	\$12532 16	\$399 31	\$3783 15	
" 1899.....	3645	25	271	55	3948 00	619 67	13856 66	19540 81	27173 42	2351 69	503 70	3488 33	



ACADEMY.	English Language.			Composition.			English Literature.			Geography.			History.			Arithmetic.			Geometry.			Algebra.			Mathematics.			Industrial Drawing.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.			
Annapolis .....	24	11	5	24	11	5	24	11	5	24	11	5	24	11	5	24	11	5	24	11	5	24	11	5	24	11	5	24	11	5
*Antigonish ....	44	45	39	44	45	39	44	45	39	44	45	39	44	45	39	44	45	39	44	45	39	44	45	39	44	45	39	44	45	39
Cape Breton ....	38	30	17	38	30	17	38	30	17	38	30	17	38	30	17	38	30	17	38	30	17	38	30	17	38	30	17	38	30	17
*Colchester .....	78	50	23	78	50	23	78	50	23	78	50	23	78	50	23	78	50	23	78	50	23	78	50	23	78	50	23	78	50	23
Cumberland .....	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30	28	30
Digby .....	16	10	9	14	8	6	16	10	9	14	8	6	16	10	9	14	8	6	16	10	9	14	8	6	16	10	9	14	8	6
Guysboro' .....	17	12	17	12	5	4	17	12	5	4	17	12	5	4	17	12	5	4	17	12	5	4	17	12	5	4	17	12	5	4
Halifax .....	111	92	65	111	92	65	111	92	65	111	92	65	111	92	65	111	92	65	111	92	65	111	92	65	111	92	65	111	92	65
Hants .....	23	14	9	23	14	9	23	14	9	23	14	9	23	14	9	23	14	9	23	14	9	23	14	9	23	14	9	23	14	9
Inverness .....	20	19	2	20	19	2	20	19	2	20	19	2	20	19	2	20	19	2	20	19	2	20	19	2	20	19	2	20	19	2
Kings .....	21	14	21	14	12	12	21	14	12	12	21	14	12	12	21	14	12	12	21	14	12	12	21	14	12	12	21	14	12	12
Lunenburg .....	28	22	28	22	6	6	28	22	6	6	28	22	6	6	28	22	6	6	28	22	6	6	28	22	6	6	28	22	6	6
*Pictou .....	79	85	57	79	85	57	79	85	57	79	85	57	79	85	57	79	85	57	79	85	57	79	85	57	79	85	57	79	85	57
Queens .....	16	20	8	20	8	20	8	20	8	20	8	20	8	20	8	20	8	20	8	20	8	20	8	20	8	20	8	20	8	20
Richmond .....	23	4	2	23	4	2	23	4	2	23	4	2	23	4	2	23	4	2	23	4	2	23	4	2	23	4	2	23	4	2
Shelburne .....	21	25	8	21	25	8	21	25	8	21	25	8	21	25	8	21	25	8	21	25	8	21	25	8	21	25	8	21	25	8
Victoria .....	20	15	20	15	20	15	20	15	20	15	20	15	20	15	20	15	20	15	20	15	20	15	20	15	20	15	20	15	20	15
Yarmouth .....	36	23	23	36	23	23	36	23	23	36	23	23	36	23	23	36	23	23	36	23	23	36	23	23	36	23	23	36	23	23
Total, 1890 ..	643	521	297	611	499	320	643	521	297	611	499	320	643	521	297	611	499	320	643	521	297	611	499	320	643	521	297	611	499	320
" 1889 ..	622	519	265	581	513	327	622	519	265	581	513	327	622	519	265	581	513	327	622	519	265	581	513	327	622	519	265	581	513	327
Increase .....	21	2	32	30	14	7	21	2	32	30	14	7	21	2	32	30	14	7	21	2	32	30	14	7	21	2	32	30	14	7
Decrease .....																														

\* See foot-note on Page 32.



TABLE XVIII.—SPECIAL INSTITUTIONS.

INSTITUTION.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, THEIR AGE, &c.													EXPENSES.		
		No. of Regular Teachers.	No. of Regular Assistants.	No. of Assistants engaged part of time for special branches.	Whole No. of Pupils enrolled during year.	Average No. of Pupils on roll.	Average No. of Pupils daily present.	No. of New Pupils for year.	No. of former Pupils 2nd year of attendance.	No. of former Pupils 3rd year of attendance.	No. of enrolled Pupils belonging to Municipality or Town.	No. belonging to County but outside of Municipality or Town.	No. from outside of Co.	No. from Nova Scotia.	No. from other Counties.	No. of Pupils under 15 years of age.	No. of Pupils 15 years of age and upwards.	Average age of Pupils.	Annual Tuition Fee—Advanced Pupils.	No. of weeks in session during year.
Inst. for Deaf & Dumb	J. Scott Hutton, M.A.	6	5	2	75	62	62	13	13	11	6	4	52	63	12	38	37	13	(a)	44
School for the Blind.	C. F. Fraser	4	.....	6	38	31	31	7	.....	.....	.....	.....	.....	19	12	10	21	.....	.....	40

TABLE XVIII.—SPECIAL INSTITUTIONS—Continued.

INSTITUTIONS.	No. Studying the Language.—English.				FINE ARTS.			MATHEMATICS.			HISTORY.		PRIZES.				
	Reading and Elocution.	Spelling.	Grammar and Analysis.	Composition.	Rhetoric.	Music.	Drawing.	Penmanship.	Arithmetic.	Algebra.	Geometry.	Modern Geography.	British.	Roman.	English Literature.	No. awarded during year.	Value of Prizes awarded during year.
Institution for Deaf and Dumb .....	(b)	(b)	(b)	(b)	....	....	74	75	75	....	....	30	18	....	....	8	23
* School for the Blind .....	16	21	7	7	....	27	....	7	20	5	4	22	11	3	6		

No. studying science ..... 4  
 Braille system of point writing ..... 26  
 Kindergarten ..... 12  
 Singing ..... 11  
 Reading and Writing Music ..... 12  
 Theory of Music ..... 10

TABLE XVIII.—SPECIAL INSTITUTIONS—Continued.

INSTITUTIONS.	ROOMS, &c.		LIBRARY AND APPARATUS.					INCOME.				EXPENDITURE.					
	No. of School Rooms and Class Rooms.	Style of Desks.	No. of Globes.	No. of good Wall Maps.	No. 4to. Dictionaries and Gazetteers.	Estimated Cash Value of other Apparatus.	Estimated Cash Value of all Apparatus.	From Fees and Contributions.	From Rates and Invested Funds.	Provincial Grant. (c.)	Total.	Salaries of Instructors.	Average of Salaries.	Expended on Buildings and Repairs.	Expended for Books and Apparatus.	Miscellaneous. (d.)	Total.
Institution for Deaf and Dumb.	2	Dawson...	2	38	...	.....	.....	\$635	\$2964	\$6290	\$9789	\$9123	.....	\$1353	\$78	\$5508	\$10058
School for the Blind .....	6	Horseshoe.	1	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XVIII.—(Continued.)

## INSTITUTION FOR THE DEAF AND DUMB.

- (a.)—By the Act of the Provincial Legislature of April 19th, 1884, Nova Scotia Deafmutes, between the ages of eight and eighteen are entitled to free board and education in the institution *per capita* allowance of \$120 being provided by the law for each pupil received, half of which is paid by the Government and half by the Municipality to which the pupil belongs.
- (b.)—As stated in last Report, mere tabulated statistics afford no proper idea of the nature or amount of work performed in this peculiar department of education. See pages 117 and 118 Nova Scotia Education Report for 1888; also, extracts from the Principal's Report for 1889.
- (c.)—Under this head are included \$3,000 from the Nova Scotia Government, \$2,790 from Municipalities, and \$500 from the Government of Newfoundland.
- (d.)—Under this head of "Miscellaneous" are included board of pupils, teachers and servants, fuel, gas, insurance, taxes, and other incidental expenses.

TABLE XIX.

SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION  
1890.

Common Schools .....	\$167,500
Normal School .....	7,343
Special Institutions .....	4,525
County Academies .....	13,640
Inspection .....	12,677
Expenses (office) .....	1,626
Salaries (office) .....	3,400
Examination .....	838
School of Agriculture .....	1,215
Travelling Expenses N. S. Pupils .....	767
	<u>\$213,433</u>



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PART III.

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APPENDICES.

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## APPENDIX A.

## Report of the Normal School.

ALLISON, Esq., LL.D.,

*Sup't of Education, Halifax, N. S.*

In this my twenty-second annual report I have little that is  
 wholly new in the history of the Institution to communicate; nor  
 any changes to ask for which have not been urged in former

During the past year we enrolled one hundred and fourteen  
 students, whose names, residence and class are shown in the subjoined  
 statement. While the average scholarship of these students  
 was of a very high order, I believe that we never had more  
 able, faithful candidates for the teacher's office, or any who more  
 fully measured the grave responsibilities which they were assum-  
 ing. As one marked the intelligent interest and spirit with which  
 students applied themselves to the various duties imposed on  
 them by their relations to the Institution, there came an inspiring  
 confidence that, humble workers though they might be in the  
 common field, these young men and women would, in the several  
 spheres of labor to which they might be called, exercise a most  
 powerful and abiding influence both on the intellectual and moral  
 character of the children of our country.

During the year we awarded in all sixty-four diplomas, of which thirty-two were of  
 the first class, and thirty-two of the second class. We had in attend-  
 ance for a longer or shorter period, nine graduates of former years,  
 whose main purpose was the securing of such additional scholarship  
 as would qualify them for successful competition for a higher grade of

Forty-one students failed to take a diploma. In some cases  
 failure was owing to brief attendance; in other cases to the lack  
 of scholarship and professional skill as would justify the granting  
 of a certificate. This exercise of discrimination is sometimes a  
 task of great difficulty, and it is too much to assume that mistakes  
 are sometimes made. It is not unlikely that some students, from  
 whom we withhold diplomas, afterwards develop into measurably  
 successful teachers; while, on the other hand, some who give better  
 promise fail in their subsequent career to reflect much honor on the  
 Institution by which they are accredited. I believe that, as a general  
 cause of future success in the one class and of failure in the  
 other, is to be found in the elements of character which do not receive  
 recognition, rather than in the possession or lack of scholarship  
 skill.

The Governor-General's Silver Medal, open to the whole school, awarded, after very close competition, to Miss Anna B. MacKenzie Carriboo, Pictou County; the Bronze Medal, restricted to the second and third classes, was with less difficulty assigned to Mr. Alfred Matheson, of Upper Wood's Harbor, Shelburne County. These medals as well as those assigned to the Model School, have as yet not been received. The Governor-General's secretary, to whom I wrote in June, informed me that the supply was exhausted, and that orders would be forwarded as soon as they were manufactured.

The history of the past year would not be complete without record of changes in the personnel of our teaching staff. Dr. J. B. F. having obtained leave of absence for one year, the English department was placed under the supervision of Mr. Edward Fulton, a recent graduate of Dalhousie College. I have much pleasure in testifying to the ability of this gentleman and the satisfactory manner in which he discharged the duties of the position which was temporarily entrusted to him.

I have to note with much regret the resignation of two members of our staff,—Miss May Usher Griffin and Mr. Frank H. Eaton. During the past two years Miss Griffin has with distinguished ability presided over the Department of Elocution and Music—two most important lines of work, which I believe her continued connection with the Institution would have raised to a much higher standard throughout the schools of the Province. Mr. Eaton's term of service in the Normal School extended over a period of eleven years, and I look back upon my relations with him during those years as a source of much pleasure and profit. While not always agreeing with him in his views on educational questions, I admired his logical methods and the sharpness of his criticisms. As a scholar, Mr. Eaton is broad and accurate; as a teacher, he is clear, impressive, and stimulating. I believe that his work in the Normal School has had a marked influence on the building up of our educational structure, and that we sorely miss him.

I would strongly urge the suggestion made in my last report regarding the Model School. The work of six grades cannot be carried on effectively by two teachers. We should either organize another department or drop off Grade Six.

In view of the contemplated change in the work of the Normal School by which our attention will be more closely restricted within the lines of professional training, it has occurred to me that a course of about six months duration would fairly meet the requirements of the first and second classes; and a course of about half that period would be sufficient for the third class.

I have the honor to be,

Yours respectfully,

JOHN B. CALKINS

## STUDENTS OF SESSION 1889-'90.

## AWARDED FIRST CLASS DIPLOMAS.

NAME.	Grade of License on Entering.	RESIDENCE.
rell, Mary 'M. ....	....	Amherst ..... Cumberland
p, Hattie L. ....	D	Auburn ..... Kings.
Tillie ..... C	C	Harmony ..... Kings.
Renwick E. .... C	C	Canning ..... Kings.
opher, Maude... C	C	Brookfield ..... Queens.
ell, Annie L. .... C	C	Barrington ..... Shelburne.
, Annie G. .... C	C	Shubenacadie..... Hants.
ck, Maggie ..... B	B	Windsor ..... Hants.
Minnie R. .... C	C	Centre Rawdon ..... Hants.
n, Lyman ..... C	C	Little River ..... Digby.
son, William... C	C	The Falls ..... Colchester.
r, Hugh D. .... C	C	Bridgeville ..... Pictou.
l, Teresa ..... D	D	Wolfville ..... Kings.
ore, Anna ..... C	C	Westmoreland Point .... N. B.
Eunice R. .... C	C	Digby ..... Digby.
n, Helen. .... C	C	Tupperville ..... Annapolis.
ins, Seddie M. .... C	C	Barrington ..... Shelburne.
y, Julia ..... C	C	Weymouth ..... Digby.
osh, Finlay .... D	D	Sunny Brae ..... Pictou.
y, Robert S. .... C	C	Plymouth ..... Yarmouth.
n, Hattie E. .... C	C	Bridgetown ..... Annapolis.
enzie. Anna B. ... C	C	Lower Carriboo ..... Pictou.
l, Winnie ..... C	C	Milford ..... Hants.
c, Alice R. .... C	C	Grafton ..... Kings.
erland, George... D	D	Earltown ..... Colchester.
lers, Louis St. C.. D	D	Laurencetown..... Annapolis.
ns, Annie T. .... C	C	Newport ..... Hants.
Emma. .... C	C	Newport ..... Hants.
uskirk, John .... C	C	Melvorn Square ..... Annapolis.
mson, Samuel... C	C	Loganville ..... Pictou.
rich, Mary E. .... C	C	Halifax ..... Halifax.
, Hubert. .... C	C	River Hebert ..... Cumberland.



## AWARDED SECOND CLASS DIPLOMAS.

NAME.	Grade of License on Entering.	RESIDENCE.
Auld, Maggie E. ....	D	Fall River. .... Hal
Bigney, Annie M. ....	D	North River. .... Col
Bishop, Annie. ....	D	Porter's Lake. .... Hal
Borden, Minnie E. ....	C	Canard. .... Kin
Creelman, Alice J. ....	C	Newton Mills. .... Col
Dunn, Mary. ....		Springhill. .... Cun
Dowell, Jessie L. ....	D	Enfield. .... Har
Doyle, Edith C. ....		Tidnish Bridge. .... N. I
Fitch, Nettie S. ....		Lakeville. .... Kin
Green, Elvie. ....	D	Little River. .... Hal
Gilderson, Annie. ....		Port Philip. .... Cun
Gillis, Rena L. ....		Leicester. .... Cun
Healy, Gussie M. ....		Round Hill. .... Ann
Heckman, Ella. ....	C	Lunenburg. .... Lun
Irvin, Nellie. ....	C	Tidnish. .... N. I
Jenks, May S. ....	D	Parrsboro'. .... Cun
Leck, Blanche. ....	D	Shubenacadie. .... Han
Moore, Lizzie J. ....		Truro. .... Col
McKenzie, Cassie A. ...	D	North Shore. .... Cun
McNutt, Annie. ....		Truro. .... Col
Magee, Georgie P. ....	D	Somerset. .... Kin
Matheson, Alfred L. ...		Upper Wood Harbor. ... Shel
McLachlan, Lelia. ....	C	Lunenburg. .... Lun
Macdonald, Adele. ....	C	Bailey's Brook. .... Pict
McNeill, Emily E. ....	C	Gore. .... Han
Sommerville, Lizzie. ...		Berwick. .... Kin
Sayre, Julia H. ....	C	Moncton. .... N. I
Skinner, Mabel L. ....	C	Yarmouth. .... Yar
Sproul, Sara L. ....	D	Parrsboro'. .... Cun
Stewart, Bertha. ....	D	Upper Musquodoboit. ... Hal
Whiting, Annie G. ....		North Shore. .... Cun
Whidden, Effie S. ....	C	Oldham. .... Hal

## GRADUATES OF FORMER YEARS.

NAME.	Grade of License on Entering.	RESIDENCE.
bald, Annie C...	D	Waterville.....Pictou.
y, Elmona.....	C	Falmouth .....Hants.
, Maude A.....	C	Aylesford .....Kings.
ley, Clarke.....	C	Hantsport.....Hants.
y, Archie W.....	C	Round Hill.....Annapolis.
rt, Aggie J.....	C	Lower Economy.....Colchester.
ay, Ellen.....	D	Hillsboro' .....Inverness.
inlay, Oressa....	D	Lower Onslow .....Colchester.
, Charles.....	C	Melvern Square .....Annapolis.

## COURSE UNCOMPLETED.

NAME.	Grade of License on Entering.	RESIDENCE.
Archibald, Melissa . . . . .		Brookfield . . . . . Colches
Barnes, Minnie . . . . .	D	Truro . . . . . Colches
Baird, Minnie A. . . . .		Belmont . . . . . Colches
Bonnell, Ocenia . . . . .	D	Stewiacke . . . . . Colches
Blake, Anna B. . . . .		Westville . . . . . Pictou.
Chittick, Maude . . . . .	C	Hantsport . . . . . Hants.
Dickson, Ida . . . . .		Central Onslow . . . . . Colches
Dickson, Lilla M. . . . .		Central Onslow . . . . . Colches
Davidson, Mary A. . . . .		Salt Springs . . . . . Cumber
Dartt, Lizzie . . . . .		Brookfield . . . . . Colches
Duncanson, Grace . . . . .	D	Scotch Village . . . . . Hants.
Ells, Alfred W. . . . .		Truro . . . . . Colches
Fraser Alfred J. H. . . . .	D	Bridgeville . . . . . Pictou.
Fullerton, Minnie M. . . . .		Canaan . . . . . Cumber
Harris, Florrie . . . . .		Wolfville . . . . . Kings.
Hill, Janie A. . . . .		Great Village . . . . . Colches
Irving, Annie . . . . .		Mount Thom. . . . . Pictou.
Jones, Martha E. . . . .	D	Windsor . . . . . Hants.
Latta, Minnie E. . . . .		West River Herbert . . . . . Cumber
McKay, Alex. . . . .	C	Lake Ainsley . . . . . Inverne
McKinnon, John L. . . . .	D	Lake Ainsley . . . . . Inverne
Macdonald, Charles A. . . . .	D	Poplar Grove . . . . . Halifax
McGunnigle, Annie M. . . . .	C	Upper Musquodoboit . . . . . Halifax
McLeod, Christy A. . . . .	C	Lorway Mines . . . . . Cape B
McLean, Maggie . . . . .	D	Merigomish Island . . . . . Pictou.
McDonald, Cassie B. . . . .		Truro . . . . . Colches
McDonald, Lizzie G. . . . .		Truro . . . . . Colches
McCully, Lizzie B. . . . .		Belmont . . . . . Colches
McKay, Dollina . . . . .		Tatamagouche . . . . . Colches
Oxley, Piscilla . . . . .	D	Springhill . . . . . Cumber
Pratt, Fannie . . . . .		Niagara Falls . . . . . New Y
Ross, Etta J. . . . .	D	Piedmont Valley . . . . . Pictou.
Smith, Owen V. B. . . . .		Barney's River . . . . . Pictou.
Simmons, Alex. . . . .		Brule . . . . . Colches
Scott, Edgar . . . . .		Milford . . . . . Hants.
Stewart, John . . . . .	C	Earltown . . . . . Colches
Thompson, Annie M. . . . .	D	Millville . . . . . Pictou.
Tutty, Sarah P. . . . .	D	Louisburg . . . . . Cape B
West, Asahel . . . . .		Cambridge . . . . . Kings.
Webster, Genievieve . . . . .		Cambridge . . . . . Kings.
Wright, Ida J. . . . .		Oldham Mines . . . . . Halifax



YEAR.	No. of Teachers.	Total number enrolled.	Attended full session of 35 weeks.	Attended six months' course.	Average time of attendance in weeks.	Received Diploma.	Salaries of Teachers.	Salary of Janitor.	Cost of Fuel.	Contingencies, — Stationery, etc.	Total.
1890 .....	6	114	63	51	28	64	\$5400	\$400	\$234.00	\$354.00	\$6388.00
1889 .....	6	122	73	49	29.5	82	5040	400	222.77	451 81	6114.58

MODEL SCHOOL.

YEAR.	PUPILS.			EXPENDITURE.			Total.
	No. registered— Winter Term.	Average daily attendance— Winter Term.	No. registered— Summer Term.	Average daily attendance— Summer Term.	Total number different Pupils registered during year.	Salaries of Teachers.	
1890 .....	112	95	107	83	118	\$1050	\$1050
1889 .....	116	92	114	93	135	1000	1000

## APPENDIX B.

## Reports of Inspectors of Schools.

## DISTRICT No. 1.—HALIFAX.

HINKLE CONDON, *Inspector*.

SIR,—

Never since the Public School system has been introduced into the Province have the Schools of Halifax City and County been so broken up as during the past year; in the Winter term by the prevalence of La Grippe, which reduced the attendance more or less in almost every section in the County, and by Diphtheria in the Summer term, which has also sadly interfered with attendance and progress. The schools of Dartmouth were closed for six weeks, and re-opened on the first of October. The particulars respecting the closing of several of the City Schools have been faithfully kept before the public by the press, and certainly should impress all concerned with the necessity of strict attention to sanitary details. The school in the Oldham Street was closed for one-third of the term, Ferguson's Cove for one month and Lake Loon for five weeks. The loss of time and money is a serious item, but the disarrangement of a school and the fact that, especially in the country, numbers of children lose what may be their only chance of obtaining an education, is still more deplorable. In the Ontario Official Regulations it is provided that

"The trustees having made such provision relative to the school house and its appendages as are required by the School Act, and as provided in the regulations relating to the duties of Trustees, it shall be the duty of the master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school house; he shall also prescribe such rules for the use of the yard and outbuildings connected with the school house as will ensure their being kept in a proper condition; and he shall be held responsible for any want of cleanliness about the premises."

Would it not be wise for us to have some such regulations, perhaps, in certain cases, to require medical inspection of the school premises, so that the cause of disease might, if possible, be ferreted out and removed? A certificate of having conformed to these regulations should be duly attested in the return. In many sections of the province opinion is so ill informed that stringent measures are required at least for a time.

meeting of the Eastern Board, in June, the 15-Mile Stream  
 ning settlement was formed into a school section. The annual  
 g for the election of trustees was called as the law requires, a  
 as been provided and arrangements made for opening a school.  
 a Section, which hitherto has had a mere nominal existence,  
 eted a new school house, elected trustees, voted money for the  
 t of a school, and engaged a teacher for the ensuing year. This  
 ve 133 sections for Halifax County. Indian Harbour has  
 d a large building with two departments, to be ready for  
 g after the Christmas vacation. Ship Harbour, North, has a  
 ouse, which will be a credit to the section when it is suitably  
 l, with the improved style of desks, &c. Sheet Harbour, East,  
 ed another room, and for the past year two departments have  
 session.

### HALIFAX COUNTY.

he Winter term 125 schools were in operation and for the  
 r term 141, an increase for the summer of 5 over the corres-  
 g term of last year and of all preceding years.

Schools for the Winter term.....	125
Pupils registered .....	5,175
total days' attendance .....	322,214

Schools for the Summer Term .....	141
Pupils registered .....	5,742
total days' attendance .....	340,841

ighest salary paid, per term, for Grade B.	Male .....	\$440
west " " " B.	" .....	90
ighest " " " B.	Female .....	130
west " " " B.	" .....	56
ighest " " " C.	Male .....	160
west " " " C.	" .....	70
ighest " " " C.	Female .....	155
west " " " C.	" .....	45
ighest " " " D.	Male .....	125
west " " " D.	" .....	55
ighest " " " D.	Female .....	90
west " " " D.	" .....	25

shows that salaries from the Sections are not always regulated  
 grade of teachers, whether male or female.

he 13 Grade B. teachers engaged in the Summer term. 6  
 d in Sections where for years but little of the 8th Grade work  
 sonably be expected. These facts and figures I give, not to  
 ate the higher grades, because we all know that, given tact  
 aching ability, the higher the scholarship of the teacher the  
 for all concerned.

A similar disproportion is found in the amount voted by section

A Section with \$70,000 of ratable property votes for salary .. \$  
 Another Section with \$20,000 " " " " ..  
 Another " 44,000 " " " has not for years  
 paid one dollar for salaries; they simply give the teachers  
 (3) an order for the County money.  
 Another section with \$7,500 ratable property, votes for salary. \$

After a quarter of a century in the history of our free schools we have not approached the time when something decisive should be done to put a stop to the imposition whereby Sections fully able to support good and efficient schools, shirk their duties, and, taking all that they can get out of the public funds, do comparatively nothing in return. This parsimony on the part of some sections makes the salaries so small that, as a rule, teachers of proved ability will not engage with them, so that the children are left a prey to the incompetent teachers who simply puts in the time, collects the salary, and then away to some other Section where educational progress is at the same low level. There to waste the public money, and, more lamentable still, to dissipate the time and talent of the unfortunate children who may be committed to their care. The question arises, how can we get rid of these blots on a noble profession? Will it not be by excluding, as far as possible, those who from lack of ability to train and instruct, can never become even fair teachers? And further, will it not be wise to demand of the tyro, before confirming his license and allowing him to experiment, to the lasting injury of his pupils, that he should first attend the Normal School or practice his art under the guidance of some good teacher?

We have eight Sections among the coloured population of the District, viz., Beech Hill, African, Lucas, Maroon Hill, Cobequid Road, Lake Loon and Partridge River. Of these the Lucas, Maroon Hill, Cobequid Road, Lake Loon and Partridge River have school houses and can answer fairly for the Summer term. In four of these we had schools open during the Summer of 1890. The teachers all had permits or licenses, without which not one would have been in operation. The prospects are, however, more favourable for the future, as we have several colored pupils attending our City Schools who will, no doubt, in due time receive their licenses. One from the Halifax County Academy took Grade C in the last July examination, with good standing. I could not, however, persuade her to go to the country to teach, as her prospects were much better in the city. I find an increasing number of colored children attending our city schools.

The Green Head Section, with only 7 pupils, made an average of 4, the Kerr Section, with 12, an average of 5, and the Cobequid Road Section, with 11, an average of 10.5. Now, whilst we may be proud that we have an educational system which enables the Section with 11 to have a school, I maintain that they should be required to send pupils regularly, unless sickness or some other reasonable excuse prevents. The amount of County money drawn by the school with an average



s at the rate of \$21.50 for the term, and of Government money at the rate of forty dollars (\$40) for the term.

In the statistical tables we have 3,017 receiving oral instruction in Temperance and 3,634 in Temperance. The 18 schools of Dartmouth, with pupils, are included, and also in the numbers given as receiving instruction in Drawing. These numbers by no means represent all who could be at work in this important branch, which is now recognized as the A. B. C. of the language of Form, and just as necessary in schools as Reading and Writing.

Our Schools have been blessed with teachers who have the temperance cause at heart. They realize the fact that if our people are to be redeemed from the awful curse of intemperance, very much must be done by the teachers to inform and influence the schools. Unfortunately, these lessons are often given in a hasty manner. The same remarks apply to the lesson on Health. I respectfully recommend that a cheap manual on Health and Temperance be prepared for our schools, so that intelligent teachers may master its contents may be well equipped for oral lessons in any school even to the lowest.

Only six of our County schools is the Ton-sol-fa notation used. I have carefully observed its workings in the City schools, and have received opinions from many of our most intelligent teachers that it is one of its practical utility. It is so easily learned that, with any teacher can teach the children, not only to sing, but also to sing musically. Singing is such an aid to order and discipline, so pleasant and healthful an amusement, and so helpful to good character and speaking, that we ought not to rest satisfied until it takes place in our Course of Study, as it has done in the schools of England. Allow me to suggest that the services of a competent man to instruct with the Ton. Sol. Fa. system be secured to go through the towns and villages of Nova Scotia instructing the teachers, so that there may be no unnecessary delay in its general introduction into our schools.

I made 113 visits in the County schools during the Winter term and in the Summer. In this large district, with upwards of 1,000 miles of roads, some good, some middling, and some very bad, and without railroad accommodation, the Inspector requires the use of his time from the middle of November to 1st of March, and from the middle of May until the 1st of September, for the County.

The first months of the year have been pleasantly spent in the City of Halifax, of which Halifax may well be proud. The present educational progress of Halifax, as compared with what they were in 1872, is very great. The first visited these schools, are truly very great. The High School is more and more appreciated by our County schools, which have already sent some bright scholars to avail themselves of its advantages.

It is a matter of congratulation that the Kindergarten of Dartmouth under the directorship of Miss Hamilton, has won its way to popular favour. It is a valuable object-lesson for those of our teachers who are not particularly acquainted with Frœbel's methods. Several of our primary teachers in Halifax and Dartmouth afford admirable examples of the successful application of Kindergarten principles to the Common Schools, and are an unanswerable argument in favour of it.

On the whole, the year ended October 31st, 1890, in spite of drawbacks caused by the prevalence of La Grippe and Diphtheria, has been one of fair progress. Ratepayers are understanding and appreciate the Common School system better, trustees are more intelligently assuming their duties, and teachers are more respected and less troubled with undue interference, and as they are diligently improving their opportunities, respect for their opinions and faith in their methods is a natural consequence.

Very respectfully submitted,

H. CONDO

To DAVID ALLISON, ESQ., LL. D.,  
*Superintendent of Education.*

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#### DISTRICT No. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

Sir,—

I beg leave to submit the following general report on educational affairs in District No. 2, for the school year ending October 31st, 1891.

As this is my first year of inspectorial work, I am not in a position to speak of progress, or compare the present educational condition of the District with the past; but must confine myself chiefly to a few and somewhat general remarks on the working and management of the schools, as observed during my visits to the same.

In the first place, to give an idea of the extent to which school operations were in force during the year, we append a few statistics. There are 188 Sections in the District, 142 in Lunenburg County and 46 in Queens—merely nominal Sections in which schools have not been established not being included in the above figures.

In Lunenburg County there were 17 Sections without school in winter and 15 in the summer, but only one, viz., Gold River, without school during the year. Queens County had 9 Sections without school in winter and 4 in summer, while two had no school any part of the year. One of the two without schools has, in fact, almost ceased to exist as a Section—there having been no school in operation since 1888.

g the Winter Term, there were 204 schools in operation in the 153 in Lunenburg and 51 in Queens. In the summer 206 n, 150 in Lunenburg and 56 in Queens.

eaching staff of Lunenburg, for the Winter Term, comprised and 139 females, and for the Summer Term 10 males and ales. Queens County employed 10 males and 41 females in and 9 males and 47 females in summer.

umber of teachers of the various grades employed, were as

## WINTER TERM.

	A	B	C	D
Lunenburg County . . . . .	1	12	67	73
Queens " . . . . .	2	3	26	29

## SUMMER TERM.

	A	B	C	D
Lunenburg County . . . . .	1	11	62	76
Queens " . . . . .	2	3	30	21

unenburg Co. 6106 pupils were enrolled in the Winter, with a tal attendance of 403,738, and 5798 in the Summer, with an ce of 373,308.

s Co. had exactly the same number, 2025, enrolled in the as in the Summer, with an attendance in Winter of 139,547, ummer of 134,193.

ared with previous years, there seems to be a steady increase portant statistical points.

y school was opened in Lunenburg Co. on May 1st, in the nown as the Gully. There are only 5 ratepayers, yet they shed and furnished a very commodious and comfortable school

attendance in this section is also worthy of note—an average y 17 out of 19 registered. New buildings' were furnished in d and Indian Path sections, (Lun. Co.) during the Summer, ols opened for the first time in November of the present year.

new sections were formed at the last meeting of the Board of ioners, by the division of the existing sections of Gold River, y and Meisner's. I visited these in connection with the eeting and in two of them arrangements have been made for during the Summer of 1891. I also visited Upper and Lower ck, two sections in which schools have never been established. tees of the School Land Fund have made appropriations to e sections in building, but the inhabitants are few and very and no definite arrangements could be made.



Nearly all the graded schools have at least *fair* buildings—so they may be classed as *good*—and with few exceptions the trustees do all in their power for the comfort and convenience of pupils and teachers.

A majority of the school-houses in the country sections are adapted to supply the wants of the same and are kept in a fairly good state of repair. Some have been sadly neglected, and especially in winter are very uncomfortable, while a few are altogether unsuited for school purposes. The latter class, I am glad to say, are fast disappearing. Every year new buildings are taking the place of old ones, and the old ones are being repaired. Extensive additions and repairs have been made during the past year in Lunenburg, Mahone Bay, Cornwall West, Big Lots, Lower Northfield, Hibernia, 15 Mile Section, and Labelle, and less extensive repairs in various other sections.

All the graded schools and many of those in country sections are supplied with patent seats and desks. Others have a cheaper style of double wooden desk and a few still cling to the long wooden bench and desk. I made special efforts to have this style of seating replaced but with only partial success. They seem to be more suitable for night meetings held in many of the school-houses, and this is considered by some Boards of Trustees sufficient reason for their retention. There is, however, from year to year a marked improvement in school furniture. During the past year at least eight school-houses have been refitted with patent seats and desks.

Milton, Queens Co., stands among the first in the district in point of buildings and furniture.

In all the graded schools of three departments and upwards, the work is well pleased with the work done. The course of study is closely followed, and, in the lower grades especially, there is a large amount of real work done.

Lunenburg Academy, with its 12 Departments and 608 pupils, had a very successful and prosperous year. The attendance has been the largest in the history of the institution, and all available school accommodation is crowded. Ten of the twelve teachers have had no other employment. School training, salaries are paid quarterly, over \$1,000 have been spent in repairs the past summer, and educational matters generally are well cared for by the School Board.

I cannot speak too highly of the work done in the Lunenburg Academy. In all the Departments thoroughness is noticeable, and a better staff of teachers would be hard to find.

Outside of the Academies, the largest Graded Schools are at Bridgewater and Mahone Bay, the former having 7 and the latter 6 Departments.

of these schools have been well managed the past year. Bay has spent between \$800 and \$1,000 in additions and the past summer.

I am able to report that many of our miscellaneous or y Schools are very efficiently conducted, yet in justice, I must at too many are in a very backward and unsatisfactory condition. No doubt there are many difficulties and discouragements that I rant of, yet I am sure if the teachers were properly qualified for work and possessed the energy necessary to success in any we would have a much smaller number of poor schools. the many drawbacks to successful work in this class of may be mentioned lack of interest on the part of parents and, resulting in irregular attendance, neglected preparation of work, and want of school aids and apparatus.

of professional training is also most severely felt among our y Schools. This will be seen when we consider that about 80 at. of the teachers holding Normal School diplomas were ed in the Graded Schools of the District, leaving only a very representation indeed for the miscellaneous schools. It seems soon as a trained teacher proves a success in a country school, stees of some graded school offer better inducements, and thus the efficiency of their staff at the expense of country sections.

of all the evils which have retarded the progress of this class of I have no hesitation in giving the "constant change of" the most prominent place. A teacher takes charge of a and remains one term, just about long enough to become well ted with the school and the peculiarities of the Section and to position to do good work, when a change is made. The new has probably different methods of instruction and somewhat t ideas of classification, and thus another term is spent in the school into shape. The usual change of teacher takes and the consequence is that a number of our schools which, under ge of a good teacher for a few terms in succession, would show ults, have become almost demoralized. This change of occurs much more frequently in the miscellaneous than in the schools. At the beginning of the Summer Term there was per cent. of changes among the teachers of the graded schools rly 45 per cent. of changes among those teaching in the mis- us schools. We all admit that experience is beneficial, and thorough acquaintance with the acquirements, capabilities and ions of the pupils is necessary to success, therefore so long as i-annual change of teachers continues, we may expect a certain on of poor schools. I have no doubt, however, that had this lass of teachers a practical training their services would be ghly valued by trustees and parents, and fewer changes would ce.

ur graded schools adhere closely to the course of study, and all on examinations are based on the standards therein laid down.

I think I am safe in saying that in these schools the Lesson Nature receive their due share of attention. In the miscellaneous schools, as would be expected, the course of study is not so closely followed, yet in nearly every school in the district, all classifications are guided by its requirements. In almost every instance, when a teacher earnestly endeavours to comply with the course of study, he finds the school in good condition and making sure and steady progress. As a general rule the excellence of the school is measured by the degree of nearness with which the Course is followed. Registers are generally neatly and correctly kept as far as recording the attendance from day to day, and in the majority of cases are completed at the end of the term and filed away. Some teachers, however, pay no attention to them after the inspector's visit, leave no record of grading, and neglect to fill in the table of attendance. In too many instances the old registers are left about the school-room until lost or destroyed.

About half the returns for the Winter term were correct in nearly every particular, and many of them very neatly made up. The others were more or less incorrect and unreliable. Mistakes were made, but such could only occur through gross carelessness, and the general result up of the same was by no means creditable. Those for the Summer term showed decided improvement, although a few even of these were to be returned. In the case of Trustees' Returns for graded schools for the Winter term, all the addition was left for the inspector to perfect. I am pleased to report that, on calling attention to this defect, it was promptly remedied in the returns of the summer term.

The annual school meeting was held in nearly all sections on the legally appointed day, and copies of minutes of the same have been received from about three-fourths of the sections.

Considerable difficulty is experienced in deciding as to which Sections are most justly entitled to poor aid. The usual custom is to place on the poor list those Sections having the least amount of assessable property. This method however should not always be relied upon. It frequently happens that Sections with a small amount of property valuation have quite a large number of poll-tax payers, and as a large number of school children. In these Sections the poll-tax and County fund easily support the school. Other Sections with a large amount of property have few poll-tax payers and very few children, and consequently the greater part of the cost of the school must be borne upon the property. If each School Section returned the amount of poll-taxes in the same, it would materially assist in deciding which were the most entitled to special aid.

There are no records of the boundaries of the various Sections in Queens County, and, as far as I can learn, there never have been. A committee was appointed by the Board of Commissioners for Queens at their last meeting, to prepare if possible a record of the boundaries of the different Sections, as they now exist, and lay the same before the Board at the next meeting. I have undertaken



or South Queens, and trust that before another year we may have complete records for the County.

ly all the schools in the District were inspected twice during the year. To be exact, 95 per cent. of those in session during the winter and 90 per cent. of those in session during the summer were inspected.

They are both difficult of access and had school during the winter term only. One of them was closed when I was visiting in the winter, and the other could not be reached on account of bad weather.

The meetings of the different Boards of Commissioners for the year were well attended. These gentlemen certainly deserve the respect and esteem of all friends of education. Year after year, they give their time and services gratuitously, besides, in many cases, incurring expense in attending the meetings of the Board.

In concluding this report, I beg you to accept my sincere thanks for many timely and valuable suggestions concerning my new duties as well as for your unfailing kindness and courtesy in all our relations.

I have the honour to be, Sir,

Yours very Respectfully,

H. H. MACINTOSH.

ALLISON, Esq., LL. D.,  
*Superintendent of Education.*

### DISTRICT No. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

Education, like the silent forces of nature, is generally slow in its development and manifestation. In the case of the individual, improvement may be observed at comparatively short intervals, but the aggregate of the intellectual growth of a school in one year, and more of one hundred and eighty schools, cannot be expressed in terms. We can note what is done in regard to the exterior of the school, and draw inferences of what the results are likely to be. From this standpoint, education has made progress, and the indications that greater progress will yet be effected. At no time in my connection with the inspectorial service, perhaps never in the history of District No. 3, were so many schools in operation in both winter and summer terms. In the course of the year several new school houses were built, and more were repaired and supplied with furniture. By some sections a fuller provision has been made in the matter of apparatus, and the more frequent occurrence of maps and charts and boxes of forms is an acknowledgment of the increased importance of oral lessons. Of one fact I am clearly satisfied, that if teachers were in downright earnest in applying for

these helps, in the present temper of the ratepayers they would in more instances obtain what they need for school work. It is pleasant at all times to record acts of self-denial, and particularly when the parties are school children. At Overton, a section on the west of Yarmouth harbour, the proceeds of a bazaar and concert, the work of extra hours by the teacher and pupils, were sufficient to purchase much needed supply of school requisites. At East Pubnico a successful tea meeting, headed by the Principal of the school, realized a gratifying sum. With this money a new floor was laid and a suite of fine desks placed in the advanced department. More could have been done but some persons thought of a long-standing debt on the building and contrary to the intention of the workers, applied the balance to its removal. East Kempt, too, deserves honourable mention for the enterprise of teacher and pupils. Contrast efforts like these with the easy-going of some who will not take the trouble to show to trustees and parents the need of such acquisitions, and the loss and disadvantage to pupils of being without them. Practically their motto is: "Save and wait." As I anticipated in my last report, the new school houses at Lower and Upper East Pubnico are finished and occupied. They are handsome buildings, having each two apartments. No one can pass through the section without noticing and admiring them. The furniture, too, is first-class. The French people of these sections have given a grand proof of their appreciation of education, and show that they are in line with the most progressive English people. The school house at West Brazil, for which a pretty plot of ground was purchased, was ready for occupation early in May. The ratepayers made a good job of the building, furniture and premises. I saw here children twelve years old who had never before the privilege of attending school. It was a real pleasure to visit the school at Middle Cape. Though the families are few and scattered, and the assessed value of their property less than five thousand dollars, they have built a school house, and in a short time they will have it well equipped. It occupies a central yet lonely spot nearly two miles from the nearest dwelling. Though not high up in the grades, the children are studious and regular in their attendance. At the time of my visit to Barrington Passage, the new school house was in the initial stage. It is a two-storey building with two apartments, and each has a large classroom. When finished, it will be complete in its appointments, and will present a stately appearance. A view of the interior of Cape Negro school would be interesting—the work has been so finely executed. The furniture is the best I ever saw, and the outbuildings are in keeping with the rest. The grounds have been cleared and enclosed with proper paling. To leave nothing undone, there has been placed in the cupola a bell whose silvery peals can be heard every school day beyond the bounds of the section. To the active exertion of a large number due this valuable appendage. Roseway people should have their school house finished, but owing to dissatisfaction with the proposed site, the trustees put off work. A more acceptable site was recently approved, and if the trustees expect a continuance of the grants, the school house must be completed in the school year of 1891. The ratepayers of Gunning Cove have been oscillating between two opinions whether to repair the old squatty school house or build a new

the help already provided by the ladies of the section, there should be no hesitation in proceeding at once to erect a building of modern construction. I cannot report much progress yet from Power's Brook. Perhaps next year may develop unexpected energy. There are still some good school-houses in Shelburne County which have outlived their usefulness, such as the one at Baccaro and Little Port L'Herbert. A year ago, the Shelburne Commissioners condemned some eight or nine school houses. At my recent visits I noticed that a good deal of work had been done on these schools, and in several there was superior furniture. Desks from the factory of Stephen & Son were placed in North-East school-house and substantial out-buildings were being erected. Other improvements, I understand, are contemplated. The improvements at East Jordan Ferry were likewise satisfactory. The Commissioners in Yarmouth County made a more thorough change in their school-house than the Carleton ratepayers. Had they improved the school-house so as to make them more available to teachers and pupils on a daily basis, they may have placed a suitable fence parallel with the high road, and may add, given the outside of the building a coat of paint, they may have made a complete finish. Rockingham, Forest Glen, and Forest Sound have the poorest school houses in Yarmouth County. Forest Island, which has neither school nor school house, is my next. Lately I was furnished with a list containing the names of families that have their permanent home on the island. Just think of it! *One hundred and fifty* children, at least, growing up without the rudiments of an education. The insuperable bar in the way is informed by Rev. Father Hamilton, who is familiar with the hook and corner of the island, and very anxious for the establishment of schools, is the want of roads. As one wends his way, he finds each a small group of houses, at a considerable distance another group, and so on around the entire shore, with only the rudest paths between them. Surely there is blame somewhere for this state of things. If the islanders are too ignorant to claim and apply what is justly due to them, there should be some way of giving them the benefit of what the law provides for all communities. I consider the want of roads and the consequent absence of schools among so many people a disgrace to the County.

It is not to be inferred that I have a high standard as to what school-houses and their surroundings ought to be. Most of the teachers sympathize with my views, and endeavour to make their rooms comfortable. Of course this is possible where the proper conditions are present. To engage a teacher and place her in a dirty school-house with neglected surroundings, is nothing short of an insult to her. But with the opposite state of things trustees can insist that cleanliness, among the other virtues, should be taught.

I will now present a few statistics, taking Yarmouth County first.

#### YARMOUTH COUNTY.

No. of School Sections in the County .....	
" " " having no school during year .....	
" Schools working in Winter Term .....	
" " " Summer " .....	
" Pupils registered in Winter " .....	4,
" " " Summer " .....	4,
" Different pupils registered during the year .....	5,
Total days' attendance in Winter Term .....	288,
" " Summer " .....	283,

Of the 105 teachers employed, 17 were males, and 88 females, that is to say, 84 per cent. of the teachers are females. The Grades of 17 male teachers are : A 3, B 6, C 6, D 2, and of the 88 female teachers : A 0, B 10, C 47, D 31.

#### SHELBURNE COUNTY.

No. of School Sections in the County .....	
" " " having no school during year .....	
" Schools working in Winter Term .....	
" " " Summer " .....	
" Pupils registered in Winter " .....	3
" " " Summer " .....	2
" Different pupils registered during year .....	3
Total days' attendance in Winter Term .....	203
" " Summer " .....	194

Of the 75 teachers, 13 are males and 62 females, or about 83 per cent. are females.

The 13 male teachers are classed : A 2, B 4, C 7, D. O. The female teachers are classed : A. 0, B 1, C 36, D 25.

The days' attendance in either County is not so large as might be expected. It should not, however, be forgotten that last winter the eminence of being an unusually unhealthy term. LaGrippe, measles and mumps kept down the attendance, and in some instances closed schools. In summer the days' attendance is affected by causes which are more uniform and permanent.

On July 1st I visited a school with 28 names on the register, found only 3 pupils present. In August and early in September many schools are only schools in name. Parents lose sight of the money incurred by absence, and think only of the profits accruing from berry crops. With more ready communication between these counties and Boston, the inducements for absence will be still greater. There is a far less excusable kind of absence, attributable to the waywardness of children and the culpable feebleness of parents. The teacher, ashamed at the little remnant present at my visit,



ked "that parents would do everything for the school but send children." The man who will devise an effective check to lar attendance at school will receive the benedictions of all thinking people. It will be noticed that the higher grades of s largely predominate in both counties. There is no male r in Shelburne County holding D, and only two in Yarmouth y. The percentage of D teachers in the former is 33,—in the 31. In Shelburne County there was only one female holding B—Miss Belle Blackadar. There are indications that there will e a scarcity of teachers in this District. Removals by death, ges, and other changes of occupation are not equalled in numbers e successful candidates who make teaching their calling. In outh County several schools, which would otherwise be vacant, upied by teachers from other districts. At last examination young ladies in the Yarmouth Academy took the higher grades l C), but as they are resolved "to go to the top" and take A, ervices will not be available for some time to come. The supply nch teachers is not equal to the demand. A few years ago, five young people took a term at the Normal School, which proved ch service to them. There are French schools now in need of ervices of teachers who received a similar training. Doubtless nstant reduction of salaries explains why teachers are not more ous. The average salary may not seem so very low, but if the s given by a few liberal sections were not included the average be low indeed. There is one Section which gives two Grade B s only fifty dollars each per term. What seems remarkable is evenness of the pay. In some instances you will find a Grade eiving a higher salary than a C teacher, and there are poor rs who can make a better bargain than their superiors in attain- and application. In one section two teachers, one holding a C , the other D, applied for the same school and asked for the salary. The "acting" Trustee thought the teacher with the license should be satisfied with less than the other, "for," said ou can afford it," since your license will bring you more bounty!" good encouragement to spend an extra year at school to get a license! In another section a difference arose between the es and teacher, the former insisting on a reduction of *five* s on the salary. A teacher with little experience having been ed, the former was dismissed, though having a good record and g a first-class certificate from the Normal School. Another e thing. Sometimes a teacher is employed without reference to ade of license. A teacher holding D may have "a good report," rthwith it is concluded she must necessarily suit another section. known a special effort to get a D teacher in a section where were pupils getting ready for the C examination. I do not that there is any redress for such stupidity. It shows a ul lack of common sense. An enquiry has suggested to me to ne the school returns in reference to the extent the course of is overtaken by Grade D teachers. Of the 31 holding this in Yarmouth County, I find that 5 are teaching as high as the ade, 7 the 7th grade, 4 the 6th, 3 the 5th, 2 the 4th, and 1 the ad that 9 are employed in primary departments of graded schools.

I do not think singing is receiving in our schools the attention it deserves. Music is recommended on many grounds, especially as a valuable auxiliary in ordering and regulating the school. There is no exercise in which children engage more eagerly, and their happy and joyous attitude tells how deeply their feelings are stirred. In an altered mood they resume their studies, and prosecute them with fresh zeal. I fear all our teachers do not see its utility in this light, either that, or a large proportion have no musical talent. An accurate count verifies the statement that singing is practised in only 50 schools of the 105 in Yarmouth County, and in only 18 of the 75 in Shelburne County. The gift of song must be very rare in Shelburne Municipality, there being only four schools in it where singing is heard. Even in the subordinate departments of the Shelburne Academy the exuberant spirits of childhood find no outlet in this exercise, and the same remark applies to Lockeport school. At my last visit to the most elementary departments of the Yarmouth Academy, I saw an innovation—a large piano on the platform. As “a round-off” to my visit, the united departments gave a pretty concert, the singing having the accompaniment of the piano. At the Sisters’ schools at Pubnico and Eel Brook the Tonic-sol-fa system has been introduced. A critic who was present at my winter visit to the former, pronounced the singing admirable. Every teacher should make a special study of the lessons on the Tonic-sol-fa system now coming out in the Educational Review.

“I can report a fuller attention to oral lessons during the year than in any previous year. It is only the teachers of the poorest schools that evade them. Both moral and health lessons are prepared at home, and at times one hears lessons that are really instructive. I often notice a book on the teacher’s desk—“Health Lessons for Primary Schools.” It has the merit of being cheap, the language is suited to children, and the diagrams can be easily reproduced on the blackboard. It also takes in the subject of temperance. The ancient maxim, know thyself, is regarded as the essence of wisdom, and in receiving these lessons pupils are acquiring at least a knowledge of the organization of their bodies and the conditions of their well-being. In the same way teachers are required to give instruction calculated to develop patriotism. I cannot but think that much is undertaken with this view beyond the teaching of geography and history. And still one feels that something more is needed. I do not suppose there is a more thorough cosmopolitan anywhere than the average Nova Scotian.

“The world, the world is his.”

A few years ago the Government intimated its intention to give prizes to pupils of the public schools who would reach a certain standard of proficiency on entering college. I would suggest that the value of the prizes be utilized in another way—in a way that the parents and daughters of farmers and fishermen, and of all classes may be participants. The prizes should be conditioned on the character of the school house and outbuildings, also the grounds and supplies of the school apparatus. The prizes would be the pictures of men who were eminent in the history of Nova Scotia and in other parts of

nion, views of battle-fields and other scenes of historic interest, dry fortifications, striking scenery, &c. These objects carefully and suspended on the wall as occasion would require, would give ample material to the teacher to illustrate and intensify lessons on patriotism. Among the prizes should be added flags, to be unfurled in the school house on prescribed days.

It may mention there is a discussion among the ratepayers around the head of Barrington Harbour in regard to the advantages of uniting the head of the Brook and the Head in one School Section. In that event the school would consist of three or four departments, and as the headmaster would hold Grade A, the section would have privileges equal to those offered by a County Academy.

Some changes are taking place in the Yarmouth Town schools. Antoinette Forbes, a Grade A teacher, and a graduate of Dalhousie College, assumes the duty of Vice-Principal of the Academy at the beginning of the school year. Miss Forbes is known to be a successful teacher, and much confidence is felt in her ability to govern as well as to teach. Milton school is losing the services of Mr. J. B. Westhaver, who has resigned and is going to the States. Mr. Westhaver is held in much esteem by the Board of Trustees. He did his work systematically and thoroughly, as was shown at the examination of pupils for promotion to the High School. He is succeeded by Mr. J. Ward, a graduate of the Normal School, holding B license. He has good credentials. Mr. Dugald Stewart, after a connection of many years, has resigned the Principalship of the Shelburne Academy. Under him the institution realized a high degree of prosperity. He has away with him the respect of the people and the attachment of the pupils.

I cannot say that the present arrangement in regard to holidays gives uniform satisfaction. A teacher cannot see that she is fairly paid who has to teach 22 weeks in the term, when the teacher in the adjoining section, whose school may be smaller than hers, gets off in 21 weeks.

Very now and again a commotion arises in a school section which creates serious trouble. I am happy to say that each time I was able to reconcile conflicting opinions or interests and to restore peace.

With assurances of sincere esteem,

I have the honor to remain,

Yours very truly,

JAMES H. MUNRO.

DAVID ALLISON, ESQ., LL. D.,

*Superintendent of Education.*



## DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A.M., *Inspector*.

SIR,—

The following brief report on the state of the Public Schools Inspectoral District No. 4 for the school year ended October 31 A. D. 1890, is respectfully submitted.

No new sections were created during the year. There are, therefore, one hundred and eighty-five sections, as last reported. These sections are all regularly organized for school work, with the exception of Brooklyn East, McGill and Beaconsfield Sections in Annapolis County and McBride Section in Digby County.

The number of sections having no schools during any portion of the year was eight only, five of which were in Annapolis County, and three in Digby County. The number of schools in session was one hundred and ninety-four during the winter term, and two hundred and thirteen during the Summer Term.

The school accommodation in most sections is amply sufficient to meet the requirements of the law. The chief deficiency exists in a few of the most populous sections in Clare. Steps are being taken to remedy this deficiency. The attention of the Trustees of Sandy Cove, Port Gilbert, Brighton, Westport, Meteghan, Comeauville and Digby Sections has been called to the necessity for increased or better accommodation, and it is hoped that in these cases it will not be necessary to invoke the authority of the Boards of Commissioners. In the cases of Brighton and Westport Sections the rooms occupied by the Primary Departments are much too small for the purposes intended. The school houses in Concessions, Meteghan River, Clare East and Mount Hanley Section have been condemned. Comeauville Section has outgrown the present school house, and room for a third department was a necessity. Saulnierville Section has enlarged its school house and made provision for a graded school of two departments. In Clementsvalle and Cedar Lake Sections new and commodious school houses have been erected during the year, and furnished with the most approved desks. Since the delivery of my note to the Trustees of Meteghan Section, calling their attention to the necessity for providing better school accommodation, I regret to say that agitation has arisen for the division of the section. As it now exists the section requires a graded school of four departments, and if the necessary accommodation be provided, there is no valid reason why the most efficient schools in Clare should not be maintained at that point. A division of the section will prevent the accomplishment of the object.

While disintegration of Meteghan Section is being advocated, and probably be attempted at the next meeting of the Board of Commissioners, it is worthy of record that a union of Weymouth and Weymouth Bridge Sections is considered to be desirable by many in these Sections. At present each of those Sections maintain a Graded School of two departments. The union of these Sections, if accomplished, would result in better work being done as a necessary consequence of better grading, and would be the means of enabling trustees to employ a Grade A teacher and to compete for the extra Academic Grant for High School work. For the same reason a union of Weymouth and Hillsburgh Section is very desirable. These Sections are situated at Bear River village, and are on opposite sides of Bear River, which at this point forms the boundary line between Annapolis and Digby Counties. Each Section sustains Graded Schools of two or sometimes three departments. The school houses are about one-half mile apart, and the Third Department in each is taught in a room originally intended for a class-room, and suitable for that purpose only. Under existing conditions the present school-houses must soon be enlarged. A union of these Sections would secure a Graded School of four or six departments, which could compete on favorable terms with the Graded Schools in this District. An influential party in each Section is agitating such a change, and it is believed that their efforts will ultimately be crowned with success. A grave mistake was made in creating two Sections here in the first place, and their union in the future has my entire approval, and has been urged for several years past.

At the meeting of the Board of Commissioners for Annapolis West May last, an application was made to the Board for the division of Weymouth Section, No. 2, into two parts, and by the addition of that part of Annapolis Section, No. 19, lying south of the Allen River to the eastern half, and of a small portion of Clementsport Section, No. 1, to the western half, to form two Sections sufficiently long for practical purposes. No opposition was made on the part of Clementsport Section, but the application was vigorously opposed by a large number of the rate-payers of Annapolis. As three Commissioners were present, two of whom were rate payers of Annapolis Section, it was unanimously decided to postpone the further consideration of this application until the next annual meeting of the Board, when it was hoped a larger attendance of the members of the Board could be secured. The small attendance of Commissioners at this meeting is nothing unusual—especially in the Districts of Annapolis West and Digby. The gentlemen appointed to this position apparently consider their duties commensurate with the emoluments of their office. It seems to be a matter of simple justice that Commissioners who attend the meetings of the Board should receive from the same source a sum sufficient to defray the necessary expenses, if anything more. These gentlemen make a sufficient sacrifice for the public good when they devote their time and talents to this object without remuneration, and it is certainly unfair to expect them to pay for the privilege.

A special meeting of the Board of Commissioners for Annapolis East was convened on September 1st to consider an application for altering the boundary line between Torbrook and East Meadow Sections. An unusual interest was taken in this matter, and the application was strenuously opposed by certain rate payers of the Sections affected. The Board with my approval almost unanimously granted the prayer of the petitioners. The change ordered by the Commissioners was such as to make Torbrook East Section a sustaining, instead of being a "poor Section" as it was formerly. To leave each Section with assessable property amounting to \$30,000. At the annual meeting following, the original rate paid by Torbrook East Section thus enlarged, treated the other rate payers cavalierly that, it is feared, harmonious action cannot be secured in the future.

With some exceptions, the schools of the district are fairly supplied with blackboard surface, maps, ball frames, drawing material, wall cards, and with copies of such books as Culkin's "Primary Lessons," "Model Notes of Lessons for class-teaching," and "Manual on Health and Temperance for the teachers' use. In some cases more blackboard surface is much needed. Many of the schools are without globes, dictionaries or gazetteers. The attention of the Trustees has been called to these defects, but as prompt response has not been made as the necessities of the case demand. In addition to the regulations on the subject already sanctioned by the Council of the District of Columbia, it seems to be necessary to frame another set of regulations for the Inspectors with more clearly-defined powers in case Trustees refuse to provide all apparatus deemed necessary according to the circumstances of each particular case.

What has been said in former reports in regard to the teaching in this district is applicable at present. A considerable number of teachers have acquitted themselves with much credit, and have proved themselves to be thoroughly competent to discharge the responsible duties devolved upon them. These have either had a Normal training to fit them for their work, or, being possessed of natural capabilities of a high order, have obtained the necessary training from the school of experience. There are some, however—and their number is too great—who, from lack of training or experience, or for want of natural aptitude to impart knowledge, are not succeeding as well as could be desired. They are laying the foundation for future work in so superficial a manner as to seriously impede the mental development of their pupils. Some of these, with experience gained by practice, will eventually become competent in their vocation, but in the meantime the "young ideas" under their charge must learn "to shoot" without proper guidance. To counteract the evil as far as is possible, it is necessary for those seeking to enter the ranks of the teaching profession to receive a Normal training. At least to devote more attention to the subject of pedagogical psychology than what is now required.

The evils formerly reported arising from frequent changes of teachers still exist. On an average about fifty per cent. of the teachers



their situations each term, and with the exception of comparatively few instances, teachers seldom remain in the same sections more than one year at a time. This practice is more frequently chargeable to the rate payers than to the teachers. Those sections which are required to maintain good schools and provide therefor, have no difficulty in securing good teachers and retaining them. On the other hand, sections which do not provide adequate means cannot secure good teachers, or if by chance they engage such, cannot retain them, and are therefore compelled to employ teachers of no experience or training for their work.

The Course of Study is being followed more or less closely in all the sections. Failure to adopt its provisions successfully is attributable to various causes, the chief of which is inexperience or incapacity of the teachers. Irregularity in the attendance of pupils is another serious defect. It has been found also by experience that in large miscellaneous schools its provisions cannot be carried out in their entirety. Simplification of some of its requirements is universally conceded to be necessary. Such changes should be made as to ensure conformity with its requirements and the syllabus of examination for teachers' certificates.

The returns have generally come to hand within the time allotted. A large proportion of them were neat and reliable, but in too many cases carelessness is exhibited in their preparation. The neatness with which a return is prepared is not always a criterion of the teacher's faithfulness and ability, but as a rule those who prepare neat and reliable returns are successful in the school room. Table III. is intended to be a source of trouble to many, although its simplicity would seem to preclude any reasonable possibility of error. It is safe to say that not more than twenty-five per cent. of the teachers fill out the table correctly. When errors occur they may be charged to carelessness on the part of the teacher, or perhaps more correctly to an imperfect apprehension of, or failure to conform to, the course of study. In order to obviate, as far as possible, the possibility of "mistaken work" in that Table, it has been found necessary to rule the table before the returns are distributed.

The attendance at school was better than in 1889, but there is still much room for improvement. *Nine hundred and five* children between five and fifteen years of age are reported not at school in sections having schools during the Winter Term. The corresponding number during the Summer Term is *ten hundred and ninety*. During the Winter Term the percentage of pupils daily present for time in session was 59.6, giving a percentage of 57.5 for the full term. For the Summer Term the corresponding percentages for time in session and for full term, were 60.6 and 59.0 respectively. The proportion of the population at school during some portion of the year was *one in three and three-tenths*. There is much room for improvement in this particular. As the optional compulsory clauses of the law are now practically a dead letter, some more radical enactment is necessary to secure a more general and a more regular attendance at school.



There is nothing of special interest to note in regard to the French schools of the district. The scarcity of licensed teachers is still a great hindrance to progress. During the year about thirty-five per cent of the teachers in French sections have been teaching under "permissive licenses." This could not be avoided under the circumstances and the consequence of the comparatively small number of licensed teachers. That French candidates evidently experience some difficulty in passing an examination for license in the English language, is clearly shown by the small numbers who obtain license, and by the extremely low average made by those who fail. It would seem to be necessary to grant some concession to French candidates for license, in order that they may be placed at no disadvantage in competition with others. On the other hand, it might prove an incentive to greater diligence on the part of some to whom "permissive licenses" have been repeatedly issued, if the making of a certain average of marks at the annual examination was prescribed as a condition precedent to the re-issue of such licenses to any candidate in the future. The results of the annual examination almost force us to the conclusion that some of the candidates did not put forth an honest effort to qualify themselves for license, but that they relied confidently upon the issue of a "permissive license" to them in case of failure.

The Teachers' Association was held on the 25th and 26th days of September. In order that its benefits might be as widely diffused as possible, it was decided to hold the meetings this year at Weymouth Bridge. Arrangements for reduced fares on railroads and steamboats were made and were the means of increasing the attendance from the remote parts of the district. Nearly one hundred teachers were present. An unusually interesting programme was presented, including papers or lessons on the following topics, viz.:—"Language," by Miss H. Rice; "Reading in the Public Schools," by Mr. J. Frank Outhit; "Illustrative Lesson in Natural History," by Miss Lillie M. Parson; "An Illustrative Lesson on Insects," by Miss Jessie S. Titus; "Teaching a Learned Profession," by Principal Godfrey, of Digby; "How to Teach Writing in our Public Schools," by Mr. C. W. D. Coffin; "Suggestions on Teaching," by Mr. W. C. Jones; "Temperance in the Public Schools," by Miss Belle C. Bent; "An Illustrative Lesson on Temperance," by Miss Mary L. Gates; "The New World in the East," by Principal McVicar, of Annapolis; and "Discipline," by Principal Shaffner, of Paradise. The papers were unusually good, and the lessons taught to classes of children were eminently practical and useful as models for imitation. The work of the Association so clearly demonstrated the beneficial results of special training for the work of teaching as to call forth the following resolution, which was unanimously endorsed by the teachers present:

"Resolved, That in the opinion of this Association, every teacher should have a professional training to qualify him for the office of teaching. It is also resolved that in the best interest of education the time has fully come that the Provincial Normal School should devote itself to strictly professional work, and leave the purely scholastic work to the higher schools and Academies."

A public meeting was held on the evening of the 25th in Sissiboo Hall, which was packed to its utmost capacity, and at which an address of welcome was presented to the Association by the people of Weymouth. Addresses were delivered by Principal McVicar, of Annapolis, Principal Comcron, of Yarmouth, Dr. Hall, of the Normal School, Rev. A. B. Parker, of St. Bernard's, Rev. Dr. Filleul, of Weymouth, Principal Godfrey, of Digby, and others. The meetings of the Association, as well as the public meeting, were considered by all to have been a success. After passing the usual votes of thanks to the railroad and steamboat companies for reduced fares over their lines of travel, and to the people of Weymouth for their cordial welcome, the Association adjourned, each member thereof carrying away pleasing recollections of the beautiful natural scenery of the place and of the kindness and cordiality of its inhabitants.

The County Academies at Annapolis and Digby have been in successful operation during the year under Principals McVicar and Godfrey, respectively. These gentlemen are experienced and successful educationists, and are doing excellent work. The attendance at these institutions has not been large, in consequence of having to rely chiefly on their pupils upon the sections in which they are situated. Considerable high school work is being done in other parts of the district, which necessarily prevents some pupils of other sections from attending the County Academies. The head departments at Bridgetown and Paradise, under Principals Brown and Shaffner respectively, have a comparatively large attendance of High School pupils, and rank next to the Academies for numbers of pupils doing High School work, and for the character of work performed. Most of the other graded schools, and some of the miscellaneous schools are also doing high school work. These facts necessarily tend to reduce the attendance at the County Academies.

With a few exceptions, the schools were all visited during the year. In two or three instances I found schools closed when in their vicinity, and was in consequence thereof obliged to pass them by until another term. In a few other cases during the Summer Term want of time for the work compelled me to omit an inspection. The shortness of the Summer Term and the increased number of schools then in session render it almost impossible, in connection with other official duties, to visit all the schools and to spend as much time in each as a thorough inspection demands.

My "notes of inspection" and the statistical tables already forwarded to your office make it unnecessary to extend this report to a greater length. Suffice it to say, in conclusion, that a fair degree of success has crowned the efforts put forth in the cause of education during the year, and that some progress has been made.

I have the honor to be, Sir,

Your obedient servant,

L. S. MORSE.

DAVID ALLISON, ESQ., LL. D.,

*Superintendent of Education.*

## DISTRICT No. 5.—KINGS AND HANTS.

COLIN W. ROSCOE, A. M., *Inspector.*

SIR,—

In Kings County, North River and Conqueral have never organized for school work, and the sparsely settled state of these sections makes it doubtful whether or not schools will ever be established in them. Long Beach, another section in Kings, maintained a school for a number of years, but most of the inhabitants having removed from that place, a school is not attempted. A case similar to this is found in Greenhill, West Hants, where there are only two or three families who have children to send, and the school house has become unfit for use, and the school discontinued. Most of the children from these nominal sections are admitted to the nearest schools in other sections. In this respect and in the tables forwarded to you, these sections have not been included.

It is gratifying to be able to report that every section in this district had school for some part of the past year, and all that could reasonably be expected to do so sustained their schools throughout the whole year. As a rule, the schools in the "poor sections" are kept up during both terms of the year. Some have not suitable houses for winter schools, and are thus compelled to be satisfied with a school in summer. The *special grants*, supplemented by a moderate sum from the section, enable them to employ a Grade D teacher, and the eagerness with which young persons take advantage of the school is quite praiseworthy, and might be imitated profitably by those in more favorable localities. Occasionally it becomes necessary for the Commission of Schools to aid the poorest of these sections in building. Dalhousie Road, Lake Paul, and Vaughan Sections were so aided by their respective Boards at the last Annual Meeting, in accordance with Section 92 School Act.

I regret to report that two school houses were burned during the past year, one in Rawdon and the other in Clermont. The former has been replaced by a new one, and Clermont is making preparations to build. These and other instances furnish strong argument in favor of insuring all school buildings.

Horton Landing and Pleasant View have enlarged their school houses and repaired them so as to increase the amount of accommodation and make it much better. Woodville has seated its house with patent desks, and has now much more suitable rooms than formerly. Wolfville school rooms had a brightening up with paint and varnish, and the white wash brush during the summer vacation, adding much to the appearance and comfort of the house. Other sections have repaired to meet pressing needs.



Welsford and Noel have voted money, and will build during the next year. The trustees of Noel are studying the matter of ventilation. At the present time no house in this district is correctly ventilated. Pure air is introduced through the windows and doors, but in winter this is too cold. No way is provided for the escape of impure air. Registers are placed in the flues at the top of the chimney, hoping to invite the foul air to make its exit through them, but it is found the heated air escapes, the temperature of the room is reduced too low, and the poisonous gases inhaled by the pupils still remain. Pupils in these rooms are undergoing a process of slow poisoning. The plan that seems most within reach of country districts is to heat with hot air furnace and have the pure air come from outside the house and be heated at the furnace before it is distributed in the room. Then by putting a register in the flue at the top the impure air is induced to leave the room. The requirements for all rooms are these:—that air come from a pure source and be sufficient in quantity; that for a large part of the year it be warmed before its admission into the room; that the impure air be compelled to escape without cooling the room too much, and that the air supply, ventilation and means of cooling be independent of doors and windows. We need very much, at the present time, plans of school houses with the simplest and cheapest methods of ventilation explained.

At the last annual meeting, the Commissioners of East Hants passed a resolution requiring trustees to have the floor and wood work in every school room washed thoroughly, at least twice, and the plaster whitened once, during the year. Such a resolution ought not to be necessary, but it was found so. I regret to say that a few sections failed to be compelled to attend to their duty in this respect, and I will ask the other Boards to pass similar resolutions at the next meeting.

Speaking generally of the schools, as compared with previous years, I am pleased to be able to report a good year's work performed. I do not think as much has been accomplished as ought to be expected, under the fullest and best application of the principles of a free school system, wrought up to all it is capable of, yet I believe progress has been made looking towards more permanent advancement in the near future. The teachers of this district, more than before, are feeling the need of training in the normal methods of teaching, and the time has now *fully come* when teachers should be required to spend more time preparing for their work and be paid according to what they are able and capable of doing. Too many are allowed to practice, for a few years, while they learn to teach, upon schools that can ill afford this expensive kind of work. The work done during this experimenting process often has to be undone by more competent teachers. And habits are formed detrimental to the advancement of the pupils in the future. Perhaps at first it was necessary to allow all who could pass successfully the standards for license to teach, but we have now arrived at a point, in my opinion, when to continue this practice will prove adverse to the best interests of the schools. If the schools hold their present standing it will be all we can expect. The time spent,

the money expended, and many of the people, demand advancement at our hands. Shall we not make it?

While treating this matter, I would like to say that there is a positive necessity for teachers to be well trained, for a long term period in giving oral and object lessons. To be able to give a lesson well on one subject is not enough. Time should be spent at the training school in instructing pupil teachers how to prepare and teach a *course* of lessons on the same subject in consecutive order. There is now much random work done, which does about as much harm as good. Too frequently technical terms form a large part of such work, and these terms are about as meaningless as any collection of scientific terms could well be, without spending time to teach the terms. I am of opinion that this kind of work should hold a large place in the assignments of the Normal School, and that the character of work of that school should be of a professional character.

#### WINTER TERM.

	No. Schools.	No. Teachers	No. Pupils.	Attendance.
Hants .....	115	117	4364	268294 days
Kings.....	114	121	4430	252835 "
Total .....	229	229	8794	552401 "

#### SUMMER TERM.

Hants .....	124	129	4879	299566 days
Kings.....	117	123	4205	252835 "
Total .....	241	252	9084	552001 "

#### TEACHERS—WINTER TERM.

Grade.	A	B	C	D	Male.	Female.	Total.
Hants.....	2	14	72	29	19	88	117
Kings.....	1	23	63	28	28	89	117
Total....	3	37	137	57	47	187	243

#### SUMMER TERM.

Hants.....	2	14	77	36	20	109	129
Kings.....	1	20	63	34	10	102	121
Total....	3	34	140	70	39	211	250

The number of different pupils enrolled during the year was 11027.

The number of teachers in the same section throughout the year was 132.

The licenses received as the result of the last examination at Kentville Station were: Grade A. 1; B. 10; C. 13; D. 10; and at Windsor Station:—B. 10; C. 11; D. 9.—Total 63.

Besides these, 28 of the 113 pupil teachers attending the Normal School last year were from Hants and Kings. Of these 10 were awarded first-class diplomas, 8 second class, 3 were graduates of former years, and 7 did not complete the course.

It is worthy of note that out of the 12 applying at Kentville for Grade B, 9 were successful and one received B who applied for A. Windsor Station also had 12 applicants for Grade B, and 10 received the grade applied for. Thus at Kentville 75 %, and at Windsor 83½ % of the applicants for B. were successful. This I regard as a very creditable showing for country schools.

In accordance with the revised regulations, the summer vacation for the Academies and for all schools of three departments was six weeks. A large number of the remaining schools took five weeks, so that of 241 schools in session, 171 took advantage of the regulations and adhered to the ordinary vacation. As yet all trustees do not know *how* and *when* to notify the Inspector that they have granted an additional week or two to the ordinary vacation. Some send notice at midsummer, some after the return has been examined and reported upon to the Education Office, and others take it for granted that it is the business of the Inspector to know all things of that kind, and do not trouble him with notice. To deal with the matter in all these forms without dissatisfaction to some is almost impossible. I would suggest that a short note be appended to the Trustees' certificate stating the length of vacation granted by the Trustees.

#### TEACHERS' ASSOCIATION FOR INSPECTORAL DISTRICT NO. 5.

*Annual Meeting at Kentville, July 17th and 18th, 1890.*

#### PROGRAMME.

Health .....	A. McLeod.
the School House and Grounds .....	E. B. Newcombe.
Arithmetic .....	H. G. Gratz.
Teachers' Salaries .....	M. S. Read.
School Punishments .....	W. E. Roscoe.
Physical Training .....	J. A. Smith.
Methods of Teaching .....	Miss Emma West.
the Trials and Triumphs of the Teacher .....	G. W. Coffin.
Future Lessons of the Course .....	H. S. Shaw.



## PRIZES.

1. Prizes will be awarded (a) for the best copy books written by pupils of Grades 5, 6 and 7, (b) for the best map of North America 15 x 18 inches, drawn by pupils of Grade 8 or first year, (c) for the best original design in drawing by pupils of any Grade.

2. Pupils must have their work and Grade certified by their teachers.

3. Teachers are requested to bring to the Association the work prepared by their pupils for exhibition.

On Thursday evening a public meeting will be held, at which Mr. Allison, W. E. Roscoe, and other prominent men will speak.

N. B.—Reduced fares on Railways as usual.

J. L. BISHOP,

*Secretary-Treasurer.*

To this should be added a paper on Primary Teaching, by Mrs. Chute, of Berwick.

"Methods of Teaching," by Miss West, was not a paper, but an hour's illustrative exercises in oral work, music, language and school management, with the pupils of her own school, composed of Grades 3 and 4. I fully endorse the opinion expressed by the assembled teachers, that the hour was most pleasantly and profitably spent, and many received useful hints for the future.

The programme was well carried out. All the teachers were helped by the excellent papers read and the discussions which followed. The speakers of the public meeting were the Superintendent of Education, Principal Calkin, Professor Kierstead, and A. McN. Peterson, Esq. The addresses were pointed and practical and of more than usual interest. Information was given calculated to keep all in line with a progressive educational system. The subject of Mr. Roscoe's paper was fraught with much interest to parents and teachers. He showed clearly the nature of the authority of the teacher in inflicting punishments, as viewed from a legal standpoint. There were about 100 teachers in attendance. Hantsport is to be the new place of meeting.

The Cornwallis schools have received about \$1,500 in maps and school appliances from the school land fund during the year. The poorest section received maps of Dominion of Canada, Nova Scotia, Maritime Provinces, British Isles, and the World, a Globe, an Unabridged Dictionary, Smith's Manual of Health, Dr. Richardson's Temperance Hand Book, Paul Bert's First Steps of Scientific Knowledge, and a Ball Frame. This addition to the apparatus, &c., already on hand has put such schools in a condition to do really good work. Favorable results already begin to manifest themselves, as I expected would be the case when I last reported to you. There are simi-



of land funds in the Townships of Horton and Newport, which divided annually in equal sums among all the schools of these townships. The amount to each school varies from \$15 to \$20, and is used to defray the ordinary expenses of the school and thus reduce the amount to be assessed upon the section. I find the method of expending this money in Cornwallis is producing much more to secure good schools than that adopted in the other townships.

The disease, called "La Grippe," interfered very much with the attendance in the winter. For two or three weeks many schools were so small that it would have been almost as well to have closed them, and for some time following this, the attendance was not more than an average for the term.

The County Academies, as you know from a careful examination of the reports, have been doing successful work during the year. A few results not brought to your notice are given below.

Windsor Academy prepared two pupils for entrance to Kings College—one of whom obtained a valuable scholarship, entitling him to free tuition during the college course.

Of the candidates for license from this school, 5 received grade, 3—C and 1—D.

The Provincial and County prizes for the best essays, under the management of the Montreal Witness, were awarded to the pupils of the academy.

There is an increased confidence in the academy by the people, and the teachers and school commissioners are working in the greatest harmony.

Stentville Academy is being well managed and the commissioners are exerting themselves to secure the best teachers to be obtained. At all the examinations undergone by the pupils of this school a good result was made.

Stantport has passed a sufficient number (from 15 to 20) doing good school work, to entitle it to a share of the Academic Grant. The principal Miller, who has worked this school up to its present excellent standing, still holds the confidence of the people and the principalship of the school. Six candidates for license went up from this school, for the following grades:—B. 2—C. 2—D—2. All were successful in securing the grade applied for.

Sturwick prepared three, who matriculated into Acadia College, and one into Dalhousie. The candidates for license succeeded in obtaining grade as follows:—B. 1—C. 7—D. 2.

Summerville, Falmouth, Burlington, Poplar Grove and other sections were successful in having pupils pass the examination tests and

securing license. Many schools, which spent their time in doing very elementary work and thus laying the foundation for future advancement, accomplished as much, perhaps more, than the schools which came to the front at the Teachers' Examination. I am of opinion that the effort put forth to prepare five or six for examination, often means the neglect of the remainder of the school. When this is the case it would certainly be better for those five or six to go to some school where a business is made of this kind of work, and let the other pupils have an opportunity to learn.

This report of the condition of the schools in the counties of Kent and Hants for the year, ended Oct. 31st, 1890, is respectfully submitted for your consideration.

I have the honor to be, Sir,  
Your obedient servant,

COLIN W. ROSCOE.

DAVID ALLISON, LL.D.,  
*Superintendent of Education.*

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#### DISTRICT No. 6.—ANTIGONISH AND GUYSBORO'.

A. G. MACDONALD, A. M., *Inspector.*

Sir,—

In addition to returns already sent you, I beg to submit in compliance with law, the following report on the schools and the state of education in this District for the school year, ending October 31st, 1890.

The number of schools in operation in the whole District in the winter term was 169, and in the summer 178. Of these Guysboro' County had \$1 for the winter and 88 for the summer term.

No section in Antigonish County was without school during some portion of the year. In this respect, the record of Guysboro' County for the year just ended, is also exceptionally good. It is true that sections of Black Point, Hollins' Harbor and Upper Manchester have no schools; but the first two have a merely nominal existence, there being only three rate payers in one of them, and but four or five in the other, with very few children in either, while the third was without a school house. Though nine or ten years have elapsed since it was destroyed by fire, not till the past summer was it replaced. Nor could the rate payers plead poverty for the delay in building. Miserable wrangling about a school site and the enjoyment of exemption from a paltry school tax for the time being, conspired in the most persistent manner in depriving the children of the section of the advantages of a school. Not without determined efforts, sever

ings and much correspondence was I able to get the rate payers  
e section to move into line with their neighbours

the poor and straggling settlement of Gegogin was formed into a  
ol Section at the meeting of the St. Mary's Board in 1889. It  
its first school the current term. The people of West Isaac's  
oor have given additional proof of their educational progress and  
t by adding during the past summer a neat and commodious wing  
eir school house, and by erecting their hitherto very creditable  
ol into a graded one. Eigg Mountain's scant educational forces  
so utilized the past year or two that the Section has, once more,  
a lapse of many years, a new school house and a school.

the meeting of the Antigonish Board last May, a new section  
ormed in a territory whose settlement may be said to be of a  
t date, situated between Springfield section in Antigonish County,  
he boundary line of Guysboro. Material is being provided for a  
ol house, with a view to having a school next summer.

the only settlement now remaining in the two Counties unprovided  
facilities for school is that of Lower Country Harbor, locally  
n as Stormont. The few poor fisherman located on either side  
is most beautiful arm of the Atlantic, here about a mile wide, are  
grossed in the struggle for bread that they seem to have neither  
nor means to bestow on so intangible a good as the education of  
children. Indeed, education unless gratuitously provided, does  
eem to possess much interest of any kind to them. I have made  
gements to hold a meeting in the settlement when I visit, about  
nd of the month, the Schools of Isaac's Harbor.

the number of school sections in St. Mary's was diminished by one  
g the year by the absorption of Melrose Section into the adjoining  
of Glenelg and St. Mary's Cross Roads. This step, for the attain-  
of which an agitation was begun a few years ago, is in the right  
tion; for while school facilities are not placed by any means  
nd the reach of the children of the dismembered section, the  
ning ones are so strengthened by the accessions to them in pupils  
property, that they can maintain most efficient schools. From  
ime the change was first mooted I saw in its consummation the  
ise of a good graded school at St. Mary's Cross Roads.

new school house, more centrally situated than its predecessor,  
iddle Country Harbor, was opened for school purposes last winter.

the matter of repairs and school furnishings the record of 1890  
very encouraging one, as it furnishes proof of a larger interest  
g taken by our people in the material comforts and conveniences  
r schools.

ough much of the statistics furnished by the semi-annual returns  
be said to be only approximately correct, yet it is but fair to say  
a great part, and indeed the more important part, of them, is  
ughly trustworthy, as the number of schools in session, the

number of children enrolled, sex and salaries of teachers, grades license, and so on. I subjoin a statement of this class of data compared to the same for the preceding year, and I am glad to say that a study of it is, on the whole, encouraging. No doubt the decrease in the grand total days' attendance and in the number pupils daily present on an average during the winter term, notwithstanding an increase in the number of schools, was caused by the presence of the dread La Grippe in nearly every household in the district. It will also be observed that the salaries of all grades teachers in Antigonish County, with the exception of that of third class females, are tending, though not in so marked a manner as one would wish, in the right direction. In the County of Guysboro, however, I regret to say that the reverse tendency is exhibited, and do not doubt that the general cause for the shrinkage is to be found in the fact that more than eighty per cent. of the teachers are females.

## ANTIGONISH COUNTY.

No. of Schools in Session	Winter Term, 1889	.....	
"	"	"	1890
		Increase	.....
"	Summer Term, 1889	.....	
"	"	"	1890
		Increase	.....
No. of Pupils Registered	Winter Term, 1889	.....	34
"	"	"	1890
		Decrease	.....
"	Summer Term, 1889	.....	34
"	"	"	1890
		Decrease	.....
Grand Total Day's Attendance,	Winter Term, 1889	.....	210
"	"	"	1890
		Decrease	.....
"	Summer Term, 1889	.....	175
"	"	"	1890
		Decrease	.....
No. of Pupils daily present on average,	Winter Term, 1889	..	189
"	"	"	1890
		Decrease	..
"	Summer Term, 1889	..	170
"	"	"	1890
		Decrease	..

## GUYSBORO COUNTY.

No. of Schools in Session,	Winter Term, 1889	.....
"	"	1890
		Increase

Schools in Session, Summer Term, 1889.....	90
" " " 1890.....	88
Decrease.....	2
Pupils Registered, Winter Term, 1889.....	3130
" " " 1890.....	3152
Increase.....	22
" Summer Term, 1889.....	3357
" " " 1890.....	3312
Decrease.....	45
Total Days' Attendance, Winter Term, 1889.....	194836
" " " 1890.....	185850
Decrease.....	8986
" Summer Term, 1889.....	179257
" " " 1890.....	184219
Increase.....	4962
Pupils daily present on average, Winter Term, 1889..	1780
" " " 1890..	1666.5
Decrease..	113.5
" Summer Term 1889..	1796.4
" " " 1890..	1781.8
Decrease..	14.6

## ANTIGONISH COUNTY.

*Teachers employed, with their Grades.*

WINTER TERM.					TOTAL.	SUMMER TERM.					TOTAL.
9.	A	B	C	D		A	B	C	D		
.....	1	14	16	9	40	1	15	19	13	48	
es....	—	2	30	13	45	—	1	28	11	40	
0.											
.....	2	9	24	10	45	1	7	21	16	45	
es....	—	1	20	22	43	—	1	20	24	45	

## GUYSBORO COUNTY.

*Teachers employed, with their Grades.*

WINTER TERM.					TOTAL.	SUMMER TERM.					TOTAL.
9.	A	B	C	D		A	B	C	D		
.....	1	3	10	2	16	1	5	4	1	11	
es....	—	3	27	33	63	—	2	33	44	79	
0.											
.....	2	3	7	3	15	2	3	6	3	14	
es....	—	3	25	38	66	—	3	30	41	74	



**AVERAGE ANNUAL SALARY OF TEACHERS, INCLUDING GOVERNMENT GRANT.**

MALES.				FEMALES.		
	B	C	D	B	C	D
Antigonish, 1889 .	\$320.89	\$209.96	\$163.32	\$265.32	\$193.22	\$147.50
" 1890 .	337.00	215.91	181.21	273.22	195.68	141.31
Increase ....	16.11	5.95	17.89	7.90	2.46	.....
Decrease ....	.....	.....	.....	.....	.....	6.19
Guysboro, 1889 ..	515.32	226.50	155.66	281.99	219.21	159.90
" 1890 ..	426.97	248.62	136.61	269.88	212.67	154.38
Increase ....	.....	22.12	.....	.....	.....	.....
Decrease ....	88.35	.....	19.05	12.11	6.54	5.52

The Teachers' Association for the District held its meetings on the 9th and 10th of October. Ninety-eight teachers of the two counties enrolled themselves as members. The convention was a most gratifying success from every point of view. The Rev. President of St. Francis Xavier's College, not only placed the College Hall freely at the disposal of the Association, but kindly consented to open the Convention with a most practical and interesting address on the "Art of Teaching."

The subjoined programme was strictly carried out, and in a manner reflecting the highest credit on those taking part in it. All were teachers actually employed in the District, with the exception of Miss M. A. Hamilton, the accomplished Kindergartener of Dartmouth Schools, and of Mr. D. C. Gillis, who, though a distinguished student of St. Francis Xavier's College for some time now, was for several years one of the county's most successful teachers. He is one of the four in the whole Province who obtained Grade "A" at the last examination of teachers.

**THURSDAY, OCTOBER 9TH—FORENOON SESSION 10 A. M.—I.** Enrolment of Members and Election of Officers. **II.** Opening discourse on "the Art of Teaching," Rev. N. McNeil, D. D.

**AFTERNOON SESSION.—I.** Illustrative Lesson in Language, with pupils, Grade I. to IV, Jos. A. Wall, Guysboro' Academy. **II.** Lesson in Grammar with pupils, Grades VII & VIII, D. C. Gillis, Esq., St. F. X. College.

**FRIDAY, OCTOBER 10TH—FORENOON SESSION, 10 A. M.—I.** "The Teacher at Home," Charles F. Hall, Esq., M. A., Principal of Canso Schools. **II.** Lessons in Reading and Geography, with pupils, Miss Aggie H. Hamilton, Guysboro' Academy.

**AFTERNOON SESSION.—I.** Lecture on "the Kindergarten," Miss M. A. Hamilton, Dartmouth Kindergarten. **II.** Lessons in Elementary



metric, with pupils covering Grades I, II & III, M. McArt, Frank-School.

B.—The town Schools kindly furnished the necessary classes of  
 ls.

is but a truism to say that the number of really good schools is  
 tly equal to the number of good teachers employed ; and while we  
 many excellent teachers, and therefore as many first class schools  
 the district, I cannot but recognize the fact that there is a compara-  
 y large number who fail, or do not succeed in the measure one would  
 , not from lack of talent, or of generally good scholarship, or of  
 nary aptitude for teaching, but because they do not give any or  
 gh of their leisure to private studies bearing on the work in hand  
 the reading of suitable educational literature. When one finds a  
 g teacher, without special training, quite indifferent, to the  
 rtance of reading the current educational publications of the day  
 void of ambition to become acquainted with the best methods of  
 ing, one is painfully impressed with the conviction that additional  
 lation is required,—legislation that will ensure a capacity in the  
 mer not guaranteed, by any means, by the possession of a license,  
 y the grade of it, and that will secure to the tax-payer and to the  
 l the educational results contemplated by the legislature.

that very excellent book by Principal Calkin,—“NOTES ON  
 CHING, and the vigorous and progressive EDUCATIONAL REVIEW,  
 enerally read by the leading teachers of the province, should be in  
 hands of all our teachers. Kindred works on education in the  
 r provinces of the Dominion and in other countries, could be read  
 very much profit. If literature on agriculture be so necessary  
 r farming population,—a class generally engaged in the business  
 rming from their youth, and having the experience and results  
 ne past largely available for their guidance—how much more  
 ssary is the study of good educational literature to those who,  
 out professional training as a rule, and necessarily without past  
 rience, enter upon the most difficult duties of the teaching profes-

And it is needless to dwell on the far-reaching and peculiar  
 equences which result from poor and spiritless teaching as com-  
 d to those which are occasioned by unskillful farming.

great source of discouragement to even the best of teachers is  
 d in the prevalence of an erroneous sentiment, more or less  
 ral, respecting methods of teaching and the time that should be  
 ted to certain branches. The lingering existence, here and there,  
 belief in crude and irrational methods that once found a place in  
 ic favor is accountable for many of the difficulties that beset the  
 ner, for those in whom an attachment to such methods still  
 ive, often hamper excellent teachers instead of encouraging them  
 welcoming the introduction of a better order of things. It not  
 equently happens, as a consequence, that the teacher has to make  
 oice between his position and the abandonment of his views on  
 ods of teaching and discipline, no matter how excellent. I can  
 dently say, however, that we are making progress all along the

line in educational matters—a progress that is none the less because of some difficulty in overcoming obstacles.

At the meeting of the Guysboro' Board last May, the William Hartshorne, Esq., having expressed a wish to be relieved of the care and custody of about one hundred volumes of the Scotia library remaining in his possession, the following resolution was unanimously adopted, namely:—That the Board by this resolution transfers the custody of the books of the Nova Scotia library in the possession of William Hartshorne, Esq., to the School Trust section of Guysboro' Town, for the benefit and use of the Academy, and also for the use of the public subject to such conditions as the said Board of Trustees may devise and on the view to the safe-keeping and preservation of said books.

The Guysboro' Board missed, with sorrow, from among its number, the genial and gentlemanly Thomas Condon, member of the Guysboro', whose death some months previous brought grief to those who had the pleasure of his acquaintance. In his death the Board lost a useful member and the Town of Guysboro' a good citizen.

I avail myself of the present opportunity to thank Mr. McLaughlin, Esq., for his kindness in sending me for distribution among the Teachers of the District, a large package of the new Canadian National Song "My Own Canadian Home," composed by himself, with words by E. G. Nelson. I shall most gladly accept and do the simple part assigned to me, and I trust that the patriotic sentiment of the composer may meet with a hearty response from the Canadian.

For particulars respecting schools in detail, please consult the "Notes of Inspection."

Thanking you for your uniform kindness and assistance in all official relations.

I remain,

Yours respectfully,

A. G. MACDONALD

DAVID ALLISON, ESQ., LL.D.,  
*Superintendent of Education.*

## DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, A. B., *Inspector.*

I leave to submit the following report of educational affairs in District No. 7 for the scholastic year ended October 31st last. I am able to report an increase in the number of schools in operation for both terms in the County of Cape Breton over the previous year, and a consequent increase in the number of pupils enrolled. The County of Richmond, though having one school less in operation during the winter term, still shows a slight increase in the number of pupils enrolled, while the summer term had more schools in operation, and a proportionate increase in the attendance. The subjoined tables will show the comparative attendance for the two years:—

## CAPE BRETON COUNTY.

WINTER TERM.			SUMMER TERM.		
	No. of Schools.	No. of Pupils enrolled.	No. of Schools.	No. Pupils enrolled.	Total number of Pupils during Year.
.....	148	5941	161	6488	7139
.....	143	5702	156	6105	6902
Case ...	5	239	5	383	237

## RICHMOND COUNTY.

	No. of Schools.	No. of Pupils enrolled.	No. of Schools.	No. Pupils enrolled.	Total number of Pupils during Year.
.....	62	2217	74	2786	2829
.....	63	2153	71	2450	2736
Case ...	.....	64	3	336	193
Case ..	1				

## CAPE BRETON.

Grand total attendance, Winter Term.....	385,802
" " " " .....	358,593
Increase.....	27,309
Grand total attendance, Summer Term .....	378,502
" " " " .....	356,535
Increase.....	21,967



## RICHMOND COUNTY.

1890. Grand total attendance, Winter Term.....  
 1889. " " " " .....

Increase.....

1890. Grand total attendance, Summer Term.....  
 1889. " " " " .....

Increase.....

In 1889, the number of sections in the former county school during the year was 15, as compared with 10 last year. These, two at least, might properly be left out of the count altogether, as they have not been in operation for a number of years and seem to have neither school houses nor school organization of any kind. The number of idle sections in Richmond County was 4, and in 1890 only 3. The proportion of population at school in Cape Breton County during 1889 was 1 in 4.5; during 1890 in 4.3. In Richmond, the proportion was in 1889 1 in 5.5 and in 1890 1 in 5.3. The greater proportional attendance in the latter is accounted for by the greater number of towns and populations, such as the mining districts, where better facilities and more action are provided, and consequently a larger enrolment and regularity of attendance secured. Cape Breton County has 10 graded schools, comprising 56 departments, whereas Richmond has only five graded schools with 15 departments. For many years Sydney Mines could boast of the largest number of school children in the district, but within the last two years, the committee have thought proper to reduce their staff of teachers from 12 to 10, though the last returns show an enrolment of 571 pupils, an average of nearly 64 per department. The town of North Sydney has now the honor of leading in the number of schools, 12 departments with an average enrolment of something over 60. In comparison with these, Sydney, the shire town shows to a disadvantage in the public school returns, as there are only 6 departments with an average number of 57 registered pupils each, while 59 children of school going age (probably only an estimated number) are reported as not being registered at school; but the truth is that there are in the town 3 or 4 other schools that are not under the public school system, where probably all these children and possibly more are being educated. Next in importance come the sections of Little Glace Bay with 6 departments, Gowrie (Cow Bay) with 5, Bridgeport with 4, Point with 4, and Reserve and Lorway with 3, the remainder having but two each. The graded schools are all provided with the best teaching ability available, generally speaking, the salaries paid in these cases being fairly liberal. Most of them are provided with good accommodations, but several are not up to the requirements, notably, Little Glace Bay, Block House, (Cow Bay,) Reserve and Lingan. The building used at Block House especially is unsuitable and should not be tolerated longer than absolutely

section does not own any school house, and one must soon be added, the time would seem to me opportune for the rate payers to union with the other section in the same village—Gowrie. As one of the others mentioned, I am weary of urging upon the communities the necessity of providing better and more suitable accommodation and appliances, but to no purpose. I sometimes think that some measure might be devised whereby the public grants could be in some degree commensurate or proportionate to the efforts put forth by the sections themselves, somewhat on the principle of the public grants. Of the graded schools in Richmond County, only two, of Arichat and Acadieville, (West Arichat) have more than two departments, the latter having five. The number in the male portion of Arichat Academy has been reduced from three to two, and the number in the schools from four to three, there being now but 5 departments, hitherto there were 7. This reduction has become necessary on account of the diminished attendance. Principal Morton's ability and character as a teacher are being recognized and appreciated, and the school, under his direction, bids fair to draw students from other parts of the county. With well directed efforts on the part of the rate payers and the rate payers, many students of neighboring sections who would otherwise be lost for academic education might be induced to come here.

Sydney Academy has been well attended, the total number present during the year being probably the largest during its history, viz: 83. The average attendance made during the winter term was 15.9, and during the summer term 33.4, being an average of nearly 43 for the year. Principal MacKeen remains in charge of the same efficient staff in the auxiliary departments.

I regret to state that nothing has been done to re-establish a school in the mutilated section of Muggah's Creek, referred to in last year's report.

A great wrong is being done to a number of children for whom I can see or suggest no better remedy than the one proposed in last year's report, viz:—To restore the original boundaries by Act of Parliament.

The difficulty at Gabarus concerning the selection of a site for a proposed new school house seemed, at my last visit, to be in a fair way of being definitely settled—so far at least as the selection was concerned. As a detailed special report of the situation of affairs was not made at the time, I do not consider it necessary to enter here into particulars at any length. A very good site was agreed upon by the trustees, unanimously. Topographically, I was not satisfied, but on a disposition to give and take, and to put an end to a dispute long standing, I gave my official consent. The occupiers of the land, however, were unwilling to sell, and expropriation under the Act became necessary. It was freely hinted at the time that a resort to such an extreme measure would lead to further trouble—that, in short, it would be neither *safe nor profitable* to erect a building thereon, as the land *could never be finished*. As the expropriation has not been completed, I conclude that some hitch has taken place, or that the project has been abandoned, I have not, however, been informed. At the termination, I am pleased to be able to report, has been made in the Louisburg difficulty. At length, a beautiful site,

probably one of the best (certainly the best available) in has been amicably decided upon, sanctioned, and acquired, with, with commendable energy the trustees proceeded to the of a very neat, substantial and commodious building with two rooms, which was to be completed and furnished for occupation at the beginning of the current term. At the time of my last visit to the Gowrie Section (Cow Bay) a very neat school house was completed at "Sand Bar" for the accommodation of the pupils of that (the southern) end of the Section. When I saw this neat building, I meant in point of appearance and finish, I regretted to notice that the planning was very defective for its purposes. A well planned one would probably not have cost more, while it would have been *worth* a great deal more. Another new school house occupied at Trout Brook, Miramichi. Most new buildings (and indeed many old ones) in the country were not finished inside, but was fairly comfortable.

In Richmond County, three sections have replaced their old school houses by new and more commodious ones—Point Michel, Greve and Rockdale. Each of these has been occupied during the year, and fills a long-felt want. Cramped and ill-ventilated cabins have given place to larger, more airy and better buildings, and the last mentioned, on a very pretty site, is a neat and handsome school house. Thus, one by one, the log houses and shanties by the wayside are being superseded by commodious buildings better adapted to the purposes intended, better calculated to preserve and secure the health and comfort of the growing generation. There are still, however, too many evidences of shameful negligence and indifference here and there. On my last round of school visitation I came to a school house which was old and had been for the two preceding terms, unoccupied. I felt the need of neither key nor burglar's jimmy to effect an entrance, and a feeling that came over me when I stood in the deserted and dilapidated place can be imagined from the notes I find in my note-book of the time, which I transcribe: "Desolation reigns here! The place is wrecked almost beyond repair. There are barely a dozen panes of glass left in four windows of fifteen lights each. Desks are broken about and broken—stove-pipe gone, house filthy and bearing evidence of vandalism in addition to natural decay. Shameful! . . . !" A very little while before, I had passed the same fine freshly painted building, in apple-pie order, inside and out, looked around at the farmer's houses, and to all appearance enjoyed the comfort at least reigned there. And yet there were children growing up with and among them who were being deprived of their not their only, earthly inheritance, a common school education. The above is by no means an overdrawn or exaggerated picture of the state of more or less adaptability, it might be taken to refer to more than one place. It must be difficult to awaken some people to a sense of their responsibilities in this respect, whom such facts, when staring in the face, fail to affect.

Two school houses have been destroyed by fire—the one at last, at Intervale section, Framboise District, Richmond County.



on the night of Oct. 13th, at South Head, Cow Bay, Cape Breton the former was no serious loss, as the building was a very poor dilapidated one. School was kept in a rented house for a part of summer term; and when I visited the section in September, the house of a new frame, partly boarded, was standing on the old site. The school house at South Head was a fairly good one considering the circumstances of the section, which is not a very strong one, and the teachers are deserving of sympathy, especially as, if I mistake not, this is the second they have lost by fire within a few years. The cause of these fires I have not ascertained—probably defective stove-pipes. The wonder is that more do not disappear from this same section for if you want to see a bad stove-pipe, I commend you to the Cape Breton country school house.

I have gone to considerable pains to obtain full and correct returns for the past year, in pursuance of which object I referred back for the summer term, for one reason or another, some 45 defective and incorrect returns at the close of the winter term. The result was that there was a marked improvement in the summer term returns. The *financial statement*, which was often omitted altogether, I insisted on having, and I have secured full statements in nearly every case, the returns being returns of those schools which were in session during the summer term, but had not been during the winter, some of which I brought to my notice in this particular. I am thus enabled to give a correct account of the amount provided by sectional taxation for school purposes, which I shall place in juxtaposition to the amount returned for the previous year, which, however, is probably correct.

## CAPE BRETON CO.

	1889.	1890.
Amount voted for school purposes exclusive of building and repairs.....	\$18,354	\$20,060
Amount voted for building and repairs.....	4,851	1,502

## RICHMOND CO.

Amount for school purposes exclusive of building and repairs.....	\$3,715	\$5,587
Amount for building and repairs.....	700	837

The whole amount expended from all sources for the support of schools was as follows:

	Cape Breton.	Richmond.
Local assessment.....	20,060.00	5,587.00
County Fund.....	9,377.00	4,536.00
Government Grant.....	12,086.92	4,896.79
Total.....	\$41,523.92	\$15,019.79

I will now give a table showing the number, grades and sexes of teachers employed in both counties as compared with the previous

## CAPE BRETON COUNTY.

WINTER TERM.					TOTAL	SUMMER TERM.				TOTAL
1889.	A	B	C	D		A	B	C	D	
Male .....	4	22	18	16	60	4	21	18	25	68
Female ....	—	7	41	35	83	—	9	41	38	88
					143					156
1890.										
Male .....	4	23	25	21	73	4	21	23	27	75
Female ....	—	8	36	31	75	—	8	36	42	86
					148					161

## RICHMOND COUNTY.

1889.										
Male .....	1	7	12	10	30	1	7	14	11	33
Female ....	—	2	11	20	33	—	1	12	25	38
					63					71
1890.										
Male .....	1	4	12	15	32	1	8	17	16	42
Female ....	—	—	12	18	30	—	1	10	21	32
					62					74

Besides the regular teachers above tabulated, assistants were employed as follows: One in Cape Breton during the latter part of the summer term, and one in Richmond County a part of the winter term, and two during the summer—one the full term, the other only a part. The number of new teachers employed during the year was, in Cape Breton: winter term 12, summer term 13; in Richmond, winter term 13, summer 2.

The average annual salaries paid to the teachers of the different classes and sexes including Government grants were as follows:—

MALES.				FEMALES.		
	A & B	C	D	B	C	D
Cape Breton.....	\$370.62	204.51	153.11	\$318.22	\$231.02	\$159.91
Richmond .....	298.22	212.16	143.28	193.22	178.24	138.00

These figures are not very startling by their magnitude, it will be admitted. It is evident that when the average is so low, and a goodly

ber of the salaries are fairly liberal, some of them must be  
 mely small. The highest salaries paid, apart from Principals in  
 ty Academies, were:—*Male*, 1st class, (A & B) \$700; 2nd, \$350,  
 3rd, \$260. *Female*, 1st class, \$440; 2nd, \$390, and 3rd, \$360.

enter into details as to the character and quality of the work  
 in the several schools would scarcely be possible in a report of  
 kind (and I do not wish to particularize), neither, indeed, would  
 necessary in view of the monthly abstracts and full annual  
 ctics already forwarded to your office. These tables show the  
 cts taught in the various schools and the number of pupils pursuing  
 subject of the courses of study. It is not to be expected that the  
 is equally well done in all schools, but I can safely state that,  
 some exceptions, of course) I notice from term to term, a more  
 more intelligent attempt at following the course and equalizing  
 study of the various subjects prescribed, in the elementary grades  
 ially:

I have the honor to be, Sir,

Your obedient servant,

M. J. T. MACNEIL.

D. ALLISON, ESQ., LL. D.,

*Superintendent of Education.*

#### DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

eg respectfully to submit the following brief report upon the  
 nt condition of education within the counties of Inverness and  
 ria together with a summary of general progress made during  
 ear ended 31st October, 1890.

e Inspectoral District is made up of three *sub-districts*—each  
 r the indirect control of a local School Board. The members of  
 oards are appointed by the Local Government, and their services  
 ended gratuitously. They meet annually for the purpose of  
 ng appeals from teachers, trustees and ratepayers, and for the  
 al purpose of discussing educational affairs within the circuit of  
 supervision. The commissioners of North and South Inverness  
 respectively at Margaree Forks and Port Hood and the Victoria  
 l holds its sessions annual and special at Baddeck.

e line of demarcation separating the sub-districts of Inverness  
 ences at Broad Cove Mines and runs southerly along by Lake  
 ie to the waters of the Bras d'Or. North of this line, including  
 illage of Whycocomah, the southern and eastern shores of Lake  
 ie, the North East and South West branches of the Margaree,

together with Cheticamp and Pleasant Bay—is North Inverness. South Inverness embraces all the territory within the municipality to the west and south of the line indicated. The County of Victoria is bounded on the west by the Gairloch and Gillander Mountains. The County extends thence to Aspy Bay, St. Lawrence and St. Paul's Islands. The distance of over one hundred miles.

Inclusive of Le Fort section, created at the last annual meeting of the Board, there are now 62 distinct school sections in North Inverness.

Although the region extending from Cape Rouge to Grand Etang, Pleasant Bay, thence to Cape North, is a barren wilderness, the remainder of the county is thickly settled—the number of school-going children being nearly 3000, of whom 2459 attended school during the last summer term. The only sections vacant during the whole year are Ainslie Glen, No. 26, and Martin, No. 42—the former owing to broils and disagreements in connection with the selection of a site for the school house lately erected—the latter probably to the poverty and sparsely settled condition of the locality.

New school buildings have been erected during the year at Grand Etang, Plateau, Le Fort, Upper South West, Big River and Mount Pleasant Mountain. While the buildings generally reflect credit upon the parties concerned, the *maison d'ecole* at Grand Etang is especially worthy of special mention. The building is finished externally and internally, and sub-divided into compartments to meet the requirements of a section for years to come. The furniture is first class and a telescope, globe, wall maps, and other essentials have been provided. The situation is fine and the sanitary conditions are excellent.

Four of the schools are graded—Grand Etang with *three* departments and Plateau, Whycocomah and East Margaree each with *two*. It seems superfluous to say that graded schools have many advantages which can never be looked for even in the best regulated miscellaneous schools. They are not necessarily more expensive. Consolidation and gradation well directed reduce the number of classes, thus enabling teachers to devote twice the time to each scholar that they otherwise could. And in addition to its value as an economizer of time, the systematic manner in which class work is performed should exert a salutary influence upon the minds of the pupils, not only during school days but even after they grow up to be men and women.

During the past Winter Term, 60 schools, comprising 66 departments, were in operation, and during the summer following there was an additional school and an additional department. During the year the number and grade of teachers employed for both terms are tabulated as follows:



## WINTER TERM.

Number teachers employed of Grade B.....	7
" " " C.....	17
" " " D.....	42
Total.....	66

## SUMMER TERM.

Number teachers employed of Grade B.....	7
" " " C.....	20
" " " D.....	40
Total.....	67

In addition to the above, 11 assistants were employed during the winter term and nine during the following summer. For local convenience two examining stations have been established in North Inverness, one at Margaree Forks and the other at Cheticamp. The number of candidates for license at both stations was somewhat in excess of previous years. The results have been upon the whole of a satisfactory character, many having obtained the grade applied for, and there were very few total failures. The following statement shows the number of successful applicants at each station :

## CHETICAMP.

Number of candidates successful, Grade B .....	1
" " " " C .....	4
" " " " D .....	10
Total number successful.....	15

## MARGAREE FORKS.

Number of candidates successful, Grade C .....	9
" " " " D .....	15
Total number successful.....	24

An analysis of the above statements shews that 55 per centum of applicants at Cheticamp and 60 per centum of those at Margaree Forks succeeded in obtaining license at the last July examination. The rather exceptionally-high average of candidates at Margaree Forks who passed as compared with the number who applied at that station was evidently due to a considerable extent to the energy and professional skill of Mr. A. A. Chisholm, who has had charge of the Forks' school for several successive terms. Fourteen candidates were prepared for examination under his supervision, of whom six passed for Grade C and four for Grade D. The valuable services of Messrs. J. McLeod, A. W. Chisholm and W. E. Cormier have also materially advanced the general standing of education in the sections in which

they were employed. With one or two exceptions, the schools in the North Inverness are in a very efficient condition. The buildings are good, the furniture and apparatus are ample for all ordinary work, and the teachers, as a rule, appear to be anxious to do their "Excelsior" inscribed upon their banners.

#### SOUTH INVERNESS.

This sub-district is, as a rule, somewhat sparsely settled. The southern extremity has the advantage of rail communication extending from Hawkesbury to the Boom of River Dennis. The population is probably 20,000, and the number of school-going children 4,000. The names of 3,670 pupils have been entered upon the public registers during the year, the attendance during the Winter Term having been 2,496, and during the following Summer 2,941. 8 schools were in session during the Winter Term, showing an average enrolment of 30 pupils to each school. During the following Summer 10 schools were in operation, each with an average enrolment of 30 pupils. Four of the schools are graded—Port Hood and Mill Brook with four departments, Hastings with two, and Hawkesbury with three. As will be readily understood, the character of the instruction performed in these schools is much superior to that of the miscellaneous schools. In many of the latter there is ample opportunity for improvement. Many of the buildings are poorly equipped, and the schools are partial failures. On the other hand, we have in the schools which are absolutely faultless. Probably in the whole district there is not a miscellaneous school superior in its appointments to Hillsboro. Did space permit, several other schools of this grade of lower grade of equipment, might be noted. During the Winter Term the teaching corps consisted of

2 teachers of Grade A.			
11	"	"	B.
35	"	"	C.
44	"	"	D.

92 in all; and during the following summer there were

2 teachers of Grade A.			
11	"	"	B.
31	"	"	C.
58	"	"	D.

making a total of 101 teachers of all grades employed.

New school houses have been recently erected at Black River Farm, Mill Brook and Port Hastings. The building at Black River has been thoroughly finished and furnished. A complete set of desks has been provided, and other necessary conveniences are in place. The school houses at Hays Farm and Mill Brook have been finished and furnished with seats and desks of home manufacture. New maps have been supplied. The building at Port Hastings



t to the rapidly-growing village. It consists of two commodious  
ments, each of which is finished and furnished in first-class style,  
the appliances for heating and ventilation are in accordance with  
rn ideas. The whole structure cost \$2,000. At Hawkesbury an  
e of palatial proportions is on the *tapis*. A beautiful site has  
selected and purchased. A building with six compartments has  
arranged for, and the handsome appropriation of \$5,000 has been  
for the purpose of having an edifice erected which will be a  
t to the town.

South Inverness there are two stations for the examination of  
ers, one at Port Hood, the other at Hawkesbury. At the recent  
ination the number of applicants was not quite as large as in  
previous years, nor did the results obtained reflect much credit  
the mental equipment of the candidates. At Port Hood there  
three candidates for Grade B, one successful, another made a  
er of points more than the requisite average, but failed on one  
e tests, and the third was a signal failure. Fifteen applied for  
e C, not one of whom succeeded in obtaining the grade applied  
One made a high average, but failed in British History. Seven  
d for Grade D, and all the rest failed in obtaining any classifica-  
whatever. Thirty-eight applied for Grade D, of whom only six  
eded. At Hawkesbury the general record was still lower. Out  
t applications for Grade C and eight for Grade D, the results  
ed two successful, all of the third class.

### VICTORIA

though comprising an extensive territory is by no means as com-  
y settled as many other counties in the Province. There are  
ys of ideal beauty, thickly settled; there are plains skirting the  
and washed by the sea where the population is more or less  
ered, there are long highland stretches on the hilltops where the  
rs are few and far between and there are *barrens* containing  
ands of acres over which the ploughman will never plod his  
y way and in which the sound of the church going bell will  
bly never be heard. The population probably numbers 15,000,  
here are 3,000 children, of whom 2549 were registered at school  
g the year. During the winter term 2073 pupils attended school  
275 during the following summer. During the winter term 68  
ls were in operation and 73 during the summer following.

e following is a *vidimus* of the number and grade of teachers  
oyed during the winter and summer terms:

#### WINTER TERM.

Number of Teachers of Grade A. employed.....	1
" " B. " .....	5
" " C. " .....	16
" " D. " .....	46
Total.....	68

## SUMMER TERM.

Number of Teachers of Grade A. employed.....					
" " " B. "					
" " " C. "					
" " " D. "					

Total.....

The teachers' examination was held in the County Academy at Baddeck. The attendance of candidates was somewhat in excess of previous years and the results were upon the whole fairly satisfactory. Two candidates applied for Grade B.—both successful; 6 applied for grade C.—6 successful in obtaining the grade and 10 obtained license of Grade D. and 2 failed badly. There were one applicants for Grade D. of whom 6 only were successful.

In looking over the list of successful candidates I was surprised to find that with one or two exceptions they all had been one time or other pupils of the County Academy at Baddeck. Other schools distinguished for good work may be mentioned the English Town School with its brilliant corps of teachers of the last decade, the school at Seaview, at Little Narrows, at St. John's and others which it is not necessary here and now to specify. To say that the schools of Victoria are doing excellent work, and that as a fact the most successful schools are at this moment in the hands of teachers of the second class. This remark with limitations applies to the schools of the whole District.

The recent removal by death of the late Mr. A. B. Morrison has created a vacancy in the Victoria School Board. Mr. Morrison was a strong supporter of the English Town School. He was most punctilious in attendance at the regular annual meetings of the school committee and was prompt in the discharge of duties assigned to him beyond his official capacity.

Facilities for the intermediate education of candidates for the teaching profession and others are amply provided in the County Academies at Port Hood and Baddeck and also in the Hawkesbury School. The principals of these institutions have had opportunity for exceptional intellectual culture, and their professional attainments are sufficiently evinced by the high average attained in the examinations for Grade A. The increased attendance at these examinations is an evidence of their popularity and general efficiency.

Mr. McDonald has resigned the principalship of the County Academy at Baddeck. Mr. Coops has been appointed to the classical department of the New Glasgow High School. Mr. Campbell has been named to the Hawkesbury, and the Port Hood Academy has secured the services of Mr. C. E. Eaton, an honor graduate of Acadia, who has the honor of having led the whole Province for Grade A, at the last Joint examination of teachers.

the Indian Schools at Whycocomagh and Wagamatcook have been during the past year in charge of teachers of Grade C.—and it affords pleasure to assure you that their duties have been in both cases actually and conscientiously discharged. Owing to the migratory habits of the tribe, the poor children have not been benefited to the extent they otherwise would have been. The ordinary registration rarely ever exceeds 30, and the average attendance is usually only about 25 per cent. of the enrolment. The building at Whycocomagh was formerly, I am led to understand, a dwelling house put up by an unprincipled squatter who attempted to take possession "*vi et contra ius*" of a part of the Indian Reservation. Since its conversion to educational purposes some repairs have been made, but more are urgently needed. The building is used for religious services every day and the seats are therefore adapted more for adults than for young children.

The school house at Wagamatcook is a well finished and commodious building. The seats and desks are of home manufacture, and as at Whycocomagh, the comfort and convenience of the pupils were not neglected in their construction. Both schools are provided by the Dominion Government with books, ball frames, black boards, slates, and books, pencils, &c.

No candidate at the last teachers' examination having made the requisite average, the prizes offered in the last reports of this District have not been awarded. The offers then made are, however, revived for the approaching examination in July.

The Teachers' Association held at Baddeck, in September, was one of the most interesting *re-unions* ever held in the District. The attendance was large and representative. The papers read were interesting and instructive, and the comments and criticisms made upon the ideas advanced were friendly and sympathetic. The present system of paying teachers their provincial allowance by bank cheque evoked considerable discussion, but was finally, upon a vote being taken, upheld overwhelmingly in the affirmative. The session closed with an expression of the views of the most experienced teachers present in reply to queries proposed through the "question bureau." The solutions advanced were both instructive and amusing, contributing not a little to the cheerfulness and good humor of the members before bidding each other farewell. The next convention is to be held at Whycocomagh, the time of meeting to be left to the option of the organizing committee.

In conclusion, permit me to suggest that additional legislation is necessary to secure the efficient development of our present admittedly defective system of education. The public educational grant should be distributed in accordance with a specific schedule of rates:—(1.) School sections provided with *good* school houses, with furniture and apparatus to match, should receive present rates from the County Treasury. (2.) School sections with superior buildings, imported furniture and apparatus should be awarded an additional



allowance of 25 per centum; and (3.) School sections with buildings and appurtenances should be paid only *two-thirds* ordinary rates. The Provincial Grant should be paid teachers on the same basis of distribution. This is a matter entitled to consideration on the part of our advanced educationists.

With a renewed expression of gratitude to clergymen, commissioners, trustees and teachers for professional co-operation, personal attention, and with many thanks to yourself personally for the invariable promptness and unswerving rectitude with which you have always dealt with questions appertaining to the educational welfare of the district,

I remain, Dear Sir,

Very truly yours,

JOHN Y. G.

DAVID ALLISON, ESQ., LL. D.,

*Superintendent of Education.*

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#### DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

W. E. MACLELLAN, *Inspector.*

SIR,—

I have forwarded you statistical tables for the school year ending October 31st, 1890, and monthly abstracts of inspectorial work for the year. I have further to report as follows:

My term of office practically dates from the beginning of the Winter Term of 1889-90. Owing to the pressure of office work I was able to do very little in the way of school visitation before the beginning of 1890. But from the first of January to the end of the year I was on the road every possible day, and succeeded in visiting nearly every school in my district. I went over all the ground I would have visited every school had it not been for an occasional storm which interfered with my work and compelled me to leave a school to which I could not return without great loss of time and the certainty of losing more than I should gain. At the end of the Winter Term I had left some twelve or fifteen schools unvisited.

I commenced work early in the Summer Term, and inspected every school open at the time of my round in its neighborhood, with the exception of Carriboo Island, Big Island, Merigomish and St. John's Island. The two former schools are connected with the mainland by ice bridges in the winter, and I shall only attempt to see them at the end of that term. Pictou Island I visited, but did not see the schools during the session owing to the fact that five weeks' vacation had been granted to the trustees, of which I had not been notified. I learned, however, that educational matters were in a satisfactory state on the island.

much pleased to find the section in possession of one of the best most comfortable school houses in Pictou County. Great credit to the people of Pictou Island for the provision which they have made for the education of their children and for the practical interest which they have shown in their school. During the year I made 426 visits to schools, without counting the annual inspection of the New Academy in company with yourself, or inspection of the New Pictou High School, or special visits made to sections in connection with general educational work.

With regard to the operation of the schools in my district, I have to say that I have found them, on the whole, as satisfactory as could be expected. The teachers, I believe, are, as a rule, faithful and painstaking to the extent of their ability. There are, of course, some exceptions. The great drawbacks would seem to be lack of skill or experience or both on the part of teachers, and indifference or perhaps interference on the part of parents and trustees. I frequently find that the best teachers are by no means the ones most highly appreciated by sections or most in demand by trustees. A vicious preference to the principle of so called economy at any cost in the employment of teachers is doing more than perhaps any other cause to retard the advancement of our schools. In possibly a majority of cases a difference of a few dollars in the salary demanded by the best and the worst teacher would turn the scale in favour of the employment of the latter. Raw and inexperienced teachers are generally to be had cheap, and consequently there is always a liberal percentage of them at work. With teachers of this kind, backed as they often are by the ignorance or prejudices of parents, text-books and the prescribed course of study too often a veritable firing-gun for the destruction of intellectual life among their unfortunate pupils. Fresh from a course of cramming for their own examinations they are firmly impressed with the idea that that only which comes out of books is of any value. Hence, in their conception of it is the place for the learning of lessons; the school-room a building for recitation or "saying" of the same. Too many older and more experienced teachers are in this respect with their younger brethren, sometimes endeavouring to excuse themselves by pointing out that parents insist on having long lessons assigned their children for home recitation and judge of the value of a teacher by this test alone. Really competent and faithful teacher would put forward such an excuse or be influenced by such a state of affairs. A teacher, to be worthy of the name, must be a teacher and not a mere hearer of lessons." And yet I think I may safely say that a majority of our schools are simply recitation places in which the so-called teacher holds a book in his or her hand and says to the pupil "Go on, and say what you learned at home." A teacher with a text book in his or her hands is an anomaly that should not for a moment be tolerated. I heartily concur in a suggestion made by Inspector Munro, of District No. 1, in his last annual report to you that "The Council of Public Instruction should issue a regulation disallowing the use of books by teachers during class work, except when pupils are reading or writing or dictation." A teacher, text-book in hand, hearing a "recitation,"



makes public confession that he has less knowledge of the subject than he expects of the pupil. The demoralizing influence of such a confession upon a school need not be pointed out. I am glad to report, however, that there are many real teachers in the Province. Their number, I am convinced, is constantly increasing, for, as I have already stated, that most of the teachers are conscientious and desirous of doing the best in their power. They have often shown the right way, to strive to enter upon and follow the influence of the *Educational Review* as well as of other good educational publications, is making itself felt. The spirit of the age is at work, and the day must soon come when all will recognize the necessity of abandoning the system of attempting to educate by the memory alone.

The prescribed course of study, while in many respects valuable in itself is, as I have already intimated, in inexperienced hands a dangerous weapon. Teachers too often think they have to cover all the ground mapped out in it, "on time," and regardless of whether that ground has become in any useful degree familiar to the pupils. In the course of inspection I frequently ask one of the highest scholars a question, the answer to which ought to be familiar to a young man or woman in school. When no reply is forthcoming it is very often the custom of teachers to urge the class with the remark, "You ought to know that; you went over that in such a grade, you know." But the pupil does not know. I have found not a few scholars to whom which eighth grade pupils, studying the geography of Africa or some equally benighted portion of the earth, could not tell where Nova Scotia is. I have been informed by eighth grade pupils frequently during the past term that our beloved Province was in Africa or Europe or Asia as the fancy occurred to them. In many of our schools the pupils have refused, one and all, even to venture as to the location of their native country. These facts are not gratifying, and I mention them only for the purpose of drawing attention strongly to the absence of practical teaching in many of our schools, due I believe to the abnormal importance which is frequently attached to mere routine. In this connection you will permit me to suggest that greater stress should be laid by our educational authorities on the importance of thoroughly training our school children in the geography of our own country. In the United States, I know from personal observation, the greatest prominence is given to instruction of this sort. By the geography of our country I, of course, do not mean the mere enumeration of waters, islands, rivers, mountains, etc.; but the setting of the teaching of all important matters relating to the Dominion, its industries, its commerce, its railways, its growth, its institutions. We have a rival in the United States, competing against us in industry and commerce, but bidding even for our population to recognize the importance of instructing the rising generation as to the capabilities and achievements of the Dominion, and more particularly of their own Province, that they may learn to admire and know how to defend their country.



in many other matters as well as in geography, I have found a  
 s absence of the practical. Arithmetic is made an abstract  
 t almost exclusively, instead of its bearing on every day affairs  
 shown and enforced. Grammar too often consists in the repeti-  
 of mere words and unintelligible definitions. Writing, except  
 copies, is in the majority of schools neglected. Actual composition  
 most schools not attempted even in its most rudimentary form.  
 keeping generally consists in the mere copying of a set of printed

Were all our pupils going forward to the high school, the  
 ny, the college, this system of teaching might not be so deplorable,  
 meaning of work previously "gone over" might subsequently  
 on them. But when it is remembered that only the very few  
 yond the common-school course, and that the many leave school  
 in the seventh or eighth grade, this absence of practical instruc-  
 bearing on ordinary business affairs is a subject for deep concern.  
 remedy cannot be too earnestly sought or too quickly and  
 ntly applied. Before leaving this subject I would earnestly  
 mend that all teachers should have their attention drawn to the  
 es," recently published by Dr. J. B. Hall, of the Truro Normal  
 l, on the "German School." There are ideas suggested in that  
 from which no intelligent teacher can fail to profit. The pity  
 t the principles of the German system cannot be fully and  
 liately applied in Nova Scotia.

ny district there are two or three instances of teachers working  
 a almost faultless sytem of instruction for themselves. I may  
 on Miss Roy, of New Glasgow, and Mr. Peter Fraser, of Pictou.  
 y a reasonable per centage of our schools were taught as are  
 presided over by the two teachers named, there would be great  
 for satisfaction. I consider these schools really models, and no  
 teacher could more profitably spend leisure time than in  
 ing the way in which they are conducted. I understand that  
 unately there is danger of both these teachers being lost to the  
 sion and the cause of education in the not-distant future.  
 e case probably nothing can avert the loss. In the other the  
 e would be foolish to let even hundreds of dollars stand in the  
 f retaining the services of a teacher whom, so far as I am aware,  
 cannot replace.

m glad to be able to report that the academies and high schools  
 y district are, without exception, doing admirable work. I was  
 e to accompany you in your annual inspection of the Colchester  
 my, but judging from the results of public examinations, I  
 nvinced that it is keeping well up to the mark. The Pictou  
 my, as you are aware, is in a most efficient condition. The  
 action expressed by you at the time of your visit has been  
 etely justified by the results of the teachers' examination in  
 and the University examinations in the autumn. The County  
 he Province at large are to be warmly congratulated on the  
 ued success of this institution. The New Glasgow high school  
 tinually working upwards. Its departments are now in charge  
 ee distinguished young graduates who have already won posi-

tions for themselves as teachers. Miss Forbes, who was a member of the teaching staff during the past year, has had her merits recognized in a most substantial manner by the people of Yarmouth, and has gone to that town to continue her work as an educationist. River John has come to the front during the past year in high school work. Mr. John J. Power started the movement with great success, and raised the school to a marked state of efficiency. Unfortunately, Mr. Power's services were lost to the section at the end of the Winter Term, but Grade A teachers have been since employed in his place.

In Pictou County, fifteen sections were without school during the Winter Term and seven in Summer. Only three were without school throughout the entire year. In these three sections there are no school houses, two of them being entirely disorganized. The third is now preparing to build, and a school will soon be in operation. This section, Big Woods, has never had a school house.

In Colchester County nine sections were without school in winter, and five in summer. Three were without school during the year. A number of schools in this portion of my district were seriously interfered with by sickness and epidemics of various kinds.

The school-houses throughout my district are in a fair state of repair, generally speaking. Several new buildings have been erected during the year. But a false economy among the people is observable in this as in other matters pertaining to education. The aim in most sections seems to be to provide a house that will pass inspection, not one which would be a credit to the ratepayers and a source of pride and comfort to the children. Instead of being, as it should, one of the most attractive buildings in the section, the school house is too often a mere shed, warm enough in winter it may be and water-tight in summer, yet still with everything about it rough, coarse and uninviting. In some cases which I could mention and which on a future occasion I may, should there be no improvement, parents and trustees seem quite willing to send their children to rooms in which most men would be ashamed to house their cattle. But on the whole, I think I may say that a growing disposition in favor of better things is observable. Not a few teachers are helping in the good work by doing all in their power to cultivate a love of the beautiful and the refined in their pupils. Flowers are observable in a good many school-rooms, tended with great success by the pupils under the direction of teachers. Tree-planting is being much more extensively attended to, and attempts at neatness and even adornment are to be noticed with encouraging frequency in school grounds.

The salaries of teachers, as I have already hinted, are not what they should be. For this teachers have themselves in some measure to blame by reason of the custom which too extensively prevails of one teacher underbidding another in applying for a school. Some teachers even have the reprehensible habit of applying for a school already occupied by another, and of offering to take it at a more or less considerable reduction of salary. The result of such conduct is, of

, in most instances either to turn out the established teacher, may, in other respects, be perfectly satisfactory, or to cause a reduction in said teacher's salary to the lower offer made by the suppliant applicant. Thus it frequently happens that instead of his or her salary raised, as it should be at the end of a term's useful work, a teacher's merits are recognized by a considerable addition of wages. Teachers, of course, have this matter mainly in their own hands. I would suggest to them the advisability of establishing some sort of organization among themselves which would prevent such disreputable practices among members of the profession.

With reference to inspectorial duties, let me point out two matters which seem to me to call for change. The first is the task recently imposed on inspectors of deciding in school site disputes. This duty was formerly discharged by the three nearest commissioners. The old arrangement would certainly be reverted to. In the first place because these are interested men, generally, from their proximity to the scene of the dispute, more fully cognizant of the merits of the case than an inspector is, and, secondly, are much more likely to settle questions of this kind satisfactorily than one from a distance. In the second place, because disputes of this kind almost invariably end in the development of opposing parties between whom an inspector cannot possibly decide without creating bitter ill-will and consequent loss of influence for good. I have heard of no objections to the law as it was; I know of many and serious ones to it as it is at present.

The other matter to which I wished to refer is the amount of office work imposed on inspectors and the loss of time which that involves in their proper sphere of labour. Of course much of the clerical work which an inspector has to do is unavoidably necessary. But it seems to me that there are ways in which it could be lessened without injury to anyone and with great advantage to all concerned. In connection with the statistical tables annually furnished your office, for instance, those compiled from Table 3 of the school returns. One-half the annual work of preparing the statistics which you are now occupied by Table 3. It is divided into thirty-eight subjects or columns, multiplied by the eight grades and three years. In a between two and three hundred schools are thus minutely examined and sub-divided twice a year, the mass of figures which has to be dealt with is simply enormous. And all of this, so far as I can see, has to be gone through with merely for the purpose of vaguely ascertaining the trifling percentage of schools in which certain of the subjects in a given grade or year do not take up all the subjects prescribed by the course of study for that grade or year. How is the public benefited by being semi-annually told how many pupils throughout the Province in each of the eight grades or three years are engaged upon each one of the following subjects in the common school course:—Health, Moral and Patriotic Duties, Temperance, Lessons on Nature, Singing by Theory and Rote, Reading, Spelling, Language, Grammar, Composition, Geography, History, Arithmetic, Algebra, Poetry, Writing, Industrial Drawing, Book-keeping, Latin; and in the High School course, English Language, English Literature,

Geography, History, Arithmetic, Geometry, Algebra, Practical Mathematics, Industrial Drawing, Book-keeping, Physics, Botany, Chemistry Inorganic, Chemistry Agricultural, Physiology, Geology, Latin, Greek, French? Why would it not be sufficient to state the number in each grade, from which it might be inferred in almost every case that practically all in a given grade were taking up the greater number if not all of the subjects prescribed for that grade? At all events, I am convinced that the time lost by the Inspector in preparing statistics from Table 3 is by no means compensated for by the abstract of that table finally worked out and published. At the present time it is practically impossible for an Inspector to finish his office work and do much in the way of inspection before Christmas vacation commences. His winter's work among the schools is and must be mainly compressed into the less than four months following the holidays. In that time, even with fine weather and good roads, the schools could scarcely all be inspected. But the worst of the winter weather nearly, always comes after the beginning of the new year. The Inspector is confined to his office during the usually fine days of November and December, to be driven out in the storms and cold of January and February and the mud and sleet of March and April. In mercy to Inspectors, if for no other reason, a change of some kind should be made, and made without delay.

I have to thank you for uniform kindnesses and consideration, and for much valuable advice and assistance during my first year of office.

Your obedient servant,

W. E. MACLELLAN.

DAVID ALLISON, ESQ., LL. D.,

*Superintendent of Education.*

### DISTRICT No. 10.—CUMBERLAND AND NORTH COLCHESTER.

E. J. LAY, *Inspector.*

SIR,—

I beg to submit to you some of the more important features of educational work of this District for the past two years:—

#### CUMBERLAND.

	Schools in Session.	Pupils Registered.	Grand Total Days' Attendance.	Children not at School.	Sections without School.	Average Attend- ance.
Winter Term, 1889 ..	158	5,680	394,520	950	21	3,619
" " 1890 ..	160	6,260	361,575	905	34	3,326
Summer " 1889 ..	173	7,051	384,728	711	13	3,749
" " 1890 ..	178	7,226	409,617	995	16	3,996

## COLCHESTER NORTH.

	Schools in Session.	Pupils Registered.	Grand Total Days' Attendance.	Children not at School.	Sections without School.	Average Attend- ance.
Term, 1889 ..	60	2,533	162,483	335	7	1,649
" 1890 ..	63	2,493	153,164	300	7	1,359
er " 1889 ..	67	2,640	159,496	256	3	1,515
" 1890 ..	71	2,805	169,301	257	1	1,570

ough the number of sections without schools seems large, yet in Cumberland were without school for the whole year October 31st, 1890, and none in Colchester. Of those in rland, Springhill, No. 67, has its school room within the limits incorporated town of Springhill, and has but now resumed ion of it. In the meantime the children have been attending in Springhill. Three of the remaining eight sections were g new school houses. The others have no excuse except sparse- population, and perhaps considerable apathy. The number of n not at school appears, at first sight, very large, and is much han causes would warrant; still, subtracting those belonging to hill (315), and whose large number is accounted for by the cies of the miner's life, which send boys at an early age into the umberland does not make a bad showing. The grand total attendance made a notable increase during the last term, as also e daily attendance.

## TEACHERS EMPLOYED.—CUMBERLAND.

	AVERAGE ANNUAL SALARY.								
	MALE.			FEMALE.			MALE.		
	A & B	C	D	B	C	D	A & B	C	D
Term, 1889	11	7	3	11	76	53			
" 1890	11	10	4	8	76	51	\$457	\$262	\$217
" 1889	13	5	5	7	92	61	Of which Sect'ns paid		
" 1890	11	5	3	8	90	64	844	177	161
								160	137
									96

## COLCHESTER NORTH.

Term, 1889	3	7	2	9	28	11					
" 1890	3	2	1	8	30	20	\$460	\$270	\$116	\$260	\$215
" 1889	3	2	2	8	31	21	Of which Sect'ns paid				
" 1890	3	4	1	8	32	24	347	185	60	147	130
											84

the teachers employed in Cumberland, 88 have been more than years in the service, and in Colchester North 34. In the whole t there are needed about 20 new teachers each term.

salaries of D teachers have materially diminished since 1888; of the other grades have slightly increased. The Cumberland



teachers get, on an average, a yearly salary of \$264, and North Colchester \$243, or about \$1.16 and \$1.07 a day for they teach, and this for the performance of a duty which acknowledges to be the most important in the community. salaries paid in the district of Stirling brings down the average for North Colchester. Sections there pay as low as \$25 a term, and I am getting \$45 a term, and this in sections that draw enough from the County Fund, together with the poll tax, to pay the teachers' engagements are after the manner of men in sale and bargain. The teacher names his price, the trustee makes his offer, and the teacher waits until the weaker, *i. e.*, the teacher, agrees to a compromise with the offer.

#### BRANCHES STUDIED.

All our pupils study reading, writing, arithmetic and geography. The reading is improving. In not more than a dozen cases have we the school drone of former years. A general attempt is being made to read in the natural tone of voice, and with expression. We have better reading still did so many teachers not feel it their duty to "get through the book" as soon as possible. In many cases I find that the reading classes are on the floor three and four days a week, Grade VII. as often as Grade I. Last term classes were formed that had read the Fourth Book through before vacation. The state of things is steadily decreasing, and we are all making an effort to master the book the first time of reading, and then put it aside for the next.

Writing is not very carefully taught. More blackboard work should be done in this direction, principles explained, attention to spacing, pen holding, &c., as well as a more rigid supervision of copy book practised.

The teaching of Arithmetic has vastly improved, with, perhaps, the exception of fractions, the knowledge of which, in many cases, is of a very nebulous character. The unitary method is well understood and generally applied. The fundamental rules are being taught in a far better manner than ever, especially subtraction and division. Various steps in which are scientifically explained and simulated by the aid of splints, &c.

The Nature Lessons are being carried on a little differently from the plan laid down in the Course of Study. One subject is put aside for each term, and a circular sent to each teacher, with a very monthly division of lesson hints on teaching that subject, illustrating &c. For the Winter Term Physiology is generally taken up, and in the Summer, Botany. A lesson is always given by the Institute on those subjects. The great drawback to the proper teaching of the most important part of our school curriculum is proper knowledge of the part of the teacher, whose grade of license does not require knowledge of such subjects. I have great hopes that the plan of Summer Institutes will largely remedy this. More must be paid to proper methods of teaching those simple



sons, or the end for which they were intended, viz., strengthening the reasoning and observing powers, will be defeated, and they take the position into which other subjects have fallen, of mere exercises for the memory. With the intention of rescuing them from that fate and the desire to imbue all our teachers with a love of science for its own sake, I trust the plan will be favorably received. In connection with Physiology, attention is directed to the Health and Temperance lessons.

The teaching of formal Grammar has almost disappeared from our schools, and instead, oral instruction in the Language Lessons is fairly well given. Sufficient attention is not yet paid to correct speaking and proper expression of their thoughts on the part of the pupils, nor to writing out correctly their own ideas, or the substance of what they read. I find many teachers without proper respect for the Queen's English.

The usual amount of time is wasted over geography and history in every school has its daily dose of each from the text book, to be prepared at home and recited in school. It will take more than inspectorial visits to cover this waste of energy, and put life into the teaching of those subjects. We insist on oral instruction in Physical Geography, and more study from the map and globe, with less attention to the text. History could be more advantageously taught in the form of lecture and in connection with geography, while the books could still be useful as works of reference.

*New Sections.* It was thought a few years ago, that District No. 10 had about reached its maximum in point of number of school sections, but the last two years, especially in Cumberland, have shown the error of this.

In 1889, the following were established :

One lying between Pugwash and Wallace Bay and formed of parts of three adjacent sections. This is known as South Pugwash, and is a ratable property of about \$15,000.

By the incorporation of Springhill, one adjoining section was cut in two parts, and its school-house left within the limits of the town. The severed portion is now a section, Springhill, No. 67. It has purchased its school-room from the town.

On Westchester Mt. the families about Halliday's Mills were barred by distance from school privileges in their section. They were therefore, erected into a separate though small section.

Eel Creek, No. 95, had outgrown its original boundaries by over a mile. A new school-room was needed, and a central position was out of the question, so two sections were formed, Eel Creek, 95, and Centreville, 122, both worth about \$16,000. I shall be able to report on schools in both next year.

A new section was formed at Schurman's Corner, called wood, made up of portions of two or three adjoining sections.

In 1890, the following were formed :

That part of Amherst section, No. 40, cut off by incorporation amalgamated with a part of Amherst Point. This is known as Amherst West. The eastern part of the old section of Amherst is now also a separate section.

At Downey's Cove are a number of families, some not in the section, others a long distance from Minudie and Lower Cove, the nearest schools. Commissioner Gilbert Seaman generously gave an acre of land for school purposes, and the Board granted the money for a new section.

Two new sections were formed in the district of Stirling, Tatamagouche, and called Truro New Road, the other on the north of Pictou County. At this place, called Denmark, is a station on the O. and N. G. R. R., which, together with the fact that there are already there quite a number of families, determined the commissioners in acceding to the request for a new section.

A new section is also in successful operation at Londonderry. This place has rapidly grown during the past two years, but has no station for Acadia Mines and Great Village, and the outport of an agricultural district as well.

The following school-houses have been condemned :

In 1889, Two Rivers; Wallace Bay, North; Pugwash River, Clifton and Canaan. In 1890, Truemanville and Nappan, conditionally, as the chief objection to it was the absence of a school of any kind.

#### NEW BUILDINGS.

*South Malagash.*—A very neat building, well situated on a commodious lot, painted and furnished with patent desks, has been

*Tidnish River,* after long strife over division and re-union of the section has built a neat school room, ceiled inside, with patent desks and surrounded by fine grounds.

*Port Howe* has put up a large and commodious building, with inferior seats.

*West Brook.*—Building and furniture (patent desks and for teacher) reflect great credit on the people.

These were all open for the term ended April 30th, 1891, except Port Howe have woodsheds attached to rear of building.

all except West Brook, have half-acre or larger grounds. It is a matter for regret that Port Howe has put in very inferior and uncomfortable seats.

*North Shore, Malaguash.*—A neat and comfortable building, after approved plans, and with large play-grounds, has been finished. T seats, home manufacture.

In 1890, new buildings were opened for School at West Branch, (River Philip), Collingwood, River Philip, Conn's Mills and Lake Road, West Tatamagouche; all these have fine grounds, Lake Road not so large as might have been desirable, but commodious. This last Section deserves especial mention. Though a poor section, with only \$10,000 worth of property, it has put up the finest building in the District of Stirling, and one that would be creditable to any part of the Province. Collingwood comes next to Apple River in beauty of building, and goes ahead of that section in having the grounds levelled and fenced, and many trees planted. Much of this is due to the energy of Commissioner Schurman and the teacher, Miss Hester Sproul. The West Branch building is everything that could be wished, except in size. That at Conn's Mills is very neat and ceiled throughout. The others are plastered. All of above have fine lots of ground, woodshed attached to rear of building, (both which I try to make a *sine qua non*), and two, Collingwood and Lake Road, are furnished with patent desks.

While School grounds all over the country are inadequate, we can congratulate ourselves that the Trustees of Sections who have built new School houses the last two years, have been almost a unit in favor of large and sightly lots. We point with pride to the above array of 22 School houses in two years, representing probably about \$20,000 worth of School property, and nearly all built, too, with willing mind, and without friction.

*Lower Greenville*, a poor section, has now a school-house equal to the majority of sections. Separate entrances and lobbies, large play-ground and comfortable, seats are provided. Woodshed will be added next year.

*Amherst Highlands*, East and West. Both are commodious buildings, neatly finished with separate entrances and lobbies for boys and girls. They are furnished with patent desks. A building of two departments near the Academy, Amherst, is also finished and furnished as above.

*Apple River* has erected the finest miscellaneous school building in the county, built from approved plans, high in the ceiling, with large shed and lot. It is furnished with patent desks of St. John manufacture.

*Apple River*, West, cut off from last section, has also a new school-room, not yet finished inside. But as they have only a summer school, it is as comfortable as could be desired. Much of the credit due to this poor section for its earnest effort to establish a school, belongs to Capt. William Edgett.

*Springhill* has a school house the equal of any wooden building like purposes in the Province. It is of two stories, four rooms floor, each 33 x 28, and each seated for about 70 pupils. The are all finished in native woods, either stained or showing the grain. The site is a commanding one, overlooking the town, is and adorned with trees. The whole cost was about \$15,000.

#### OLD BUILDINGS IMPROVED.

In 1889 Highland Village, Colchester County, made improvements which add much to the comfort of pupils and teachers. Nor place has enlarged grounds, built an addition to the house, papered the inside, and put in improved seats very creditable section. Middleboro, No. 11 has put in a new floor and ceiling main room. In 1890 Street's Ridge, Brule Point and Ridge have put in desks and made other repairs. Lornevale has moved school nearer to Acadia Mines and considerably enlarged it. A of two departments has been established. I hear of another school in this part of Colchester, but it must wait for another Waugh's, No. 4, in Stirling, has converted the old building into a one, with separate entrances and lobbies, raised the building, put floors, added woodshed, and painted. This, with the example Road, gives hopes for Stirling. I hope soon to report that 'gouche has moved in the matter of a new and modern school building which is greatly needed. The village is rapidly improving, and the new railroad, is bound to progress. Brule Point, in this district moved its school room further from the road, giving a large ground in front, and has ceiled the inside of the building. In addition to the above, sixteen sections have built woodsheds.

#### IMPROVED FURNITURE.

The following Sections, in addition to the new ones already mentioned have put in the patent desks manufactured at Amherst, Oxford Rockley, 6 desks; Tidnish, 6; Minudie, 24; Hastings, 16; Grand Station, 15; Fox River, 12; Hardwood Hill, Colchester County Upper Economy, Shulee, Upper Salem, Amherst Head, Jog West Leicester, 4; Spring Hill Junction, 12; Cannonvale, 6; 24. Those at Maccan are from Stahlschmidt & Co., and are finished in the county.

#### NEW APPARATUS.

In this department, also, we can show decided progress following record of additions will prove:

1889.	Maps, Dominion of Canada.....	80.	1890.....	
"	" Nova Scotia.....	36.	"	
"	" The World.....	20.	"	
"	" Europe.....	6.	"	

representing over \$700 worth. The Dominion map is large, and on an average \$5. About 80 of these were put in the Cumberland



s. Increase of other apparatus for the two years is as follows :—  
 Frames, 25; Wall cards, 100 sets; Globes, (small) 60; large, 25;  
 Globes, (small) 102; large, 1; Bells, 31. Besides the above,  
 Parrsboro has furnished a set of physical apparatus valued at \$85,  
 Kindergarten supplies, \$20, and a complete set of Prang's drawing  
 apparatus, \$25. Acadia Mines—Prang's drawing models, Simple Solids,  
 Globes, Reading Charts, Colour Charts, Chemical apparatus, and  
 for teachers' desks. The cost of the above (about \$60) was  
 paid at a concert got up by Principal Ruggles and his staff. Parrs-  
 boro, besides other appliances, has purchased a set of physical  
 apparatus valued at \$75.

I think we may be pardoned for a little natural pride in this district.  
 We are able to give the following resumé of the new buildings,  
 improvements, apparatus, &c., for the two years last past, and to match  
 the records of Trustees, for liberality, against any similar bodies in the  
 province. In very few instances have they refused or even hesitated  
 to provide what the law demanded when such was brought to their  
 attention. I might cite one instance when Trustees were asked to supply  
 a globe. The Secretary replied that "Majority in district want only facts  
 as they are in school, and said majority say that it is not a proven fact  
 that the earth is the shape represented by the globe." However my  
 visit showed that they were trying to arrive at the truth, for a  
 globe was in the school-room.

School Rooms, 24, valued at.....	\$21,700
Unfurnished School Rooms.....	300
Furniture, (not including that of new building)...	650
Apparatus.....	1,265
Total.....	\$23,915

This estimate is rather under than above the mark. New school-  
 buildings for 1889 and 1890 average one every month.

#### INCORPORATED TOWNS.

The Towns of Amherst, Springhill and Parrsboro, schools are now  
 under the new regime of Commissioners. As this has taken place  
 since my last report, a few words respecting each.

Amherst has for Commissioners Messrs. Ralston, Chairman; Curry,  
 (of Messrs. Ralston, Curry & Co.) Hamilton, McKeen, (of Bank of Nova Scotia)  
 and Gutteridge, (of E. J. Pugsley) the two latter the appointees of the  
 Government. The new buildings spoken of were erected by the old  
 Board of Trustees. A new Academy is much needed, and the first  
 steps have been taken to that end by the purchase of a fine four-acre  
 lot at the cost of about \$3,500. The commissioners are alive to the  
 importance of education, and were it not that the water supply of the  
 town is a pressing question, the new school buildings would probably,  
 at this time, have been under way. Mr. Freeman, a grade A and  
 teacher of Acadia, has charge here. For the past year two teachers  
 have been in charge of the Academic department, but at present the

Principal has taken all under his charge and is succeeding well in his work. There are 807 children at school.

The great strides made by Springhill have already been alluded to. School matters are in the hands of Commissioners Cooper, A. C. Alex. Ferguson, E. B. Paul and John Murray, the two latter appointed by the Government. They are fortunate in having the experience of Mr. Cooper, who served as Trustee for some years, and of Mr. Town Clerk, Mr. McLeod, to whose energy as Secretary to the Board of Trustees, much praise is due. With a beautiful building, a staff of pains taking teachers, and a progressive School Board, success is bound to succeed. The number of registered pupils is 985, and 300 children of school age not at school. This year they expended their share of the County Fund, \$421.99.

The School Commissioners in Parrsboro, are A. W. Jackson, W. J. Gibson, A. E. McLeod and J. G. Aikman. The two latter are the Government appointees. Mr. Aikman, is Chairman of the Board and an active worker in educational matters. He is ably seconded by the Board. A new building is much needed, and will probably be provided at an early date. At present the Commissioners are busy in the purchase of additional grounds, adjoining the present school grounds. When they make the intended purchase, there will not be a finer local school grounds in the county. Under the able management of Mr. Craig, a Grade A teacher, the school has made great advances. In the past two years 60 pupils have been doing High School work. Sufficient candidates go from this school to Teachers' Examinations to supply the demand for new teachers in the county. Two received license, and five entered College during the past two years.

#### DISTRICT ASSOCIATIONS.

The Association for 1889, was held in Springhill, in December, at the close of schools for vacation. The following papers were discussed :—

"Best methods of teaching history".....	Principal Craig
"English in our Schools".....	"Free
"Imagination".....	"Calk
"Temperance," a practical talk.....	"Rug
"Patriotism,".....	"Cog
"Talk on Kindergarten work,".....	Miss Twitchell

One evening was taken up by a Public Reception given to the teachers, at which addresses of welcome were given by Commissioners and Teachers of Springhill, &c. Refreshments were also provided. On the second evening, a Public Educational Meeting was held, at which Mr. Freeman of Amherst, presiding. Addresses were given by the Superintendent of Education, Principal Calkin, and the chairman. A feature of the neighboring coal-pits was an interesting feature of the gathering.

The Association for 1890, met in Pugwash in October last. The gates were carried there by the first passenger train that evening.



the village. This was marked by an interchange of cablegrams between Councillor Wilson of Pugwash, and Sir Chas. Tupper, London.

The following papers and addresses came before the meeting :

- "On the every day work of the School-room," Inspector Lay.
- "Lesson taught to a class, subject:—Physiology," A. D. Ross, Esq.
- "Lesson with practical illustrations on Calisthenics," Miss B. McKay.
- "Ten minutes talk with Young Teachers," Principal Calkin.

A public educational meeting was held in the Methodist church, presided over by Councillor Wilson. An address of welcome to the Teachers was read by Dr. McIntosh, and speeches were made by the Inspector of Schools, Principal Calkin, and Rev. J. B. Giles, and A. McKenzie. The following day papers were read as follows :

- "Morals in our Public Schools," . . . . . Miss Bertha Cameron.
- "Kindergarten Work, illustrated," . . . " McDonald.

A new feature at these Associations was the entertainment of the Teachers, by the citizens of Springhill and Pugwash, at their homes during time of Association. Too much praise cannot be given them, nor to Principals Byers and Johnson and their staffs of Teachers who projected the arrangements. Over 100 Teachers were enrolled in Pugwash. We are under deep obligations to Principal Calkin for his presence with us at all, I believe, of our District Associations.

#### SUMMER SCHOOL OF SCIENCE.

Two sessions of this important gathering have been held in this District, in Parrsboro, but as these have been noticed fully in other reports, it is unnecessary to speak in detail here. Suffice it to say that the welcome accorded the school, both at Parrsboro and Amherst, was warm, and appreciated by the school. Parrsboro provided lecture rooms, laboratory, and much material for the working of the different departments.

#### WORK OF INSPECTION.

During the Summer Term of 1889, 204 schools were visited, and in the Winter Term 177, or 381 visits for the year. In 1890, Winter Term, but little inspectoral work was done, on account of ill-health. In the summer, 222 out of the 249 in session in the district were visited. Of the remaining 27, 13 were not in operation until after the section had been visited.

By appointment, I have met during the year 64 Boards of Trustees in their various school rooms. In many cases the full Board attended, while in others they were represented by the Secretary. These meetings were useful to both parties. Trustees went away better understanding the need of certain apparatus and the purpose of certain

studies misunderstood before, while the Inspector was made difficulties of Trustees and danger of what might be considered radical reforms by the ratepayers. The inspectorial visits more productive of good if they could be supplemented by communication with the school, through the press or otherwise. Would the Government subsidize our "Educational Review" warrant its weekly issue, it could be made such a medium, and soon be in the hands of every teacher. Each Inspector could have a weekly talk with each teacher on any particular line he saw fit. Half-yearly circulars and visits, and monthly reports too diffused to bring about steady progress.

#### PROPOSED PLAN OF SUMMER INSTITUTES.

A great deal of energy is wasted in these inspectorial visits, teaching a certain subject in school, or insisting on certain methods in a hundred cases, where one telling, if the hundred were together, would be sufficient. A great deal of time is expended, for instance, in giving Nature Lessons for the benefit of teachers unaccustomed to oral instructions, or pointing out how to teach long division or fractions. This is necessary, for many teachers have no professional training, and were poorly taught themselves, while the subjects of the science lessons, not to mention the methods of teaching them, have never been handled until they were made before the pupils. Now my belief is that I could do more in one summer, at least, far more profitably in giving direct instruction to teachers than by visiting their schools. My proposal is to hold Summer Institutes, first for the study of science for the school course, secondly for the acquiring of proper methods of teaching. These institutes would be so numerous that not more than a score of teachers would be assembled in any one place. They would be conducted by myself, with such aid as I could get from other teachers. The meetings would last for three days, when, besides field work, teaching would be given each day on about three subjects. No teacher would attend more than one institute in a term. During that term the usual work of inspection would be given up, except in cases of schools whose teachers would not attend the institutes. This proposal has been brought before all the bodies of Commissioners, Teachers' Associations, and many Trustees, and has been given their approval. It remains for the Council of Public Instruction to give their consent, which is asked for at the next term, that the plan may be tested.

#### TEACHERS WHO HAVE LEFT US.

The past year has seen some serious breaks in our ranks. Mr. Slade, a teacher of twenty years' experience, has left the profession for a mercantile life. The greater part of this period was spent as Principal of Great Village, Acadia Mines and Oxford schools, an earnest and successful teacher, and as Trustee of Schools. He is still working for the educational advancement of that

faithful workers, J. W. Johnson and D. W. Byers, have adopted the medical profession, the first a teacher of six, and the second of five years experience. As Principals of Pugwash and Springhill Schools respectively, they will long be remembered in those towns for their ability and honest work.

Josie Byers, who stood foremost among the Stirling teachers, died in 1901, and gave up teaching after ten consecutive terms in her native town on account of ill health.

Lucy Fisher, who taught with success at Acadia Mines, has died in 1901, and the life of a missionary in Trinidad.

G. McCabe, a young man of great promise, died after a few years of teaching. He held a B license, and passed the preliminary law examination in Halifax, just a few months before his death.

Besides the above permanent removals, about twenty ladies have died, married, and others, both ladies and gentlemen, are absent at the Normal School, but intend returning to the work.

Our teachers with few exceptions are trying to improve. They attend the District Association, attend Normal School, and read educational papers. About 40 per cent. of the teachers of this District are Normal School students, 60 per cent. are subscribers to the *Educational Review*, while others take the *Popular Educator* and the *Canadian Teacher*. All try to teach the nature lessons, for the most part successfully, none neglect the course of study, many use Nature Study, &c. The trained teacher does the best work, as a rule, though there are notable exceptions, good teachers born such, and some made at the Normal School. I trust that a professional teacher will soon be required of all. The chief complaint is that there are so many D teachers who go on year after year without attempting to get a higher grade. Too many, also, leave the preparatory school work until the class is before them and then use the book. There should also be more done in acquiring general education. Our teachers do not read enough.

#### CHIEF DRAWBACKS.

One of the chief drawbacks among these is irregular attendance, 55 per cent. is a poor average, and this is the best that Cumberland has been able to do in the past year. This poor attendance is often the cause of the school being closed by the vote of uninterested tax payers, who refuse to pay for the schooling of children who remain at home. The fact respecting compulsory attendance is often adopted at annual meetings, but never enforced, and the fact remains, that while Trustees are providing school-rooms and engaging teachers, the children enrolled in the school little more than half the time.

Another evil is the engaging, term after term, of D Teachers. Pupils in the lower sections are educated up to the requirements of this grade

long before their school days are over, and they leave school, after their school going is a dreary repetition of the old subject.

Sections ought to be required to raise the standard after a term, and not go on the principle that what is good enough for one term will suit the next.

#### TRUSTEES.

The record of progress shows that those officers are earnestly to carry out their obligations, and perhaps it is unwise to point out short comings. Still they are such as might be remedied, and the indictment is not heavy. The first and most serious is non-visitation of schools. The average visits of trustees exceed one a term for each, while many schools are unvisited for a call from one trustee. Still all sign the certificate in returns that they have each visited the school twice a term. This was the case at a recent meeting of the School Board in Amherst, and a letter sent to Trustees remonstrating on the signing of false certificates, but statistics showed no reform. That part of the certificate has been expunged, or some penalty imposed where it is signed. Minutes of annual meetings are not forwarded to inspectors until after the required time, and in some cases not at all. At the annual meeting questions solely within the prerogative of trustees are discussed and voted upon in a manner detrimental to the good of the schools. In one instance, that of a graded school, the trustees were moved by vote in writing to extend the time of teaching from  $5\frac{1}{2}$  to 6 months and to make the recess ten minutes in length instead of fifteen.

#### VACATIONS.

The extra week's vacation has given a great deal of trouble to the Inspector. Some trustees send no notice, until teacher finds the summer grant too small, or write after tables are partly prepared, and then notice the fact of five weeks' vacation in some corner of return. In many cases it is unnoticed until too late. 83 Schools out of the 240 in the city during summer term of 1890, enjoyed the extra week, by carelessness of trustees.

#### SCHOOL COMMISSIONERS.

I have to record the death of T. D. Dickson, Esq., of the School Board. He was a School Commissioner as far back 1850, and continued continuously on the old Board and the new until 1889\*. For 39 years he was chairman; he was the last member of that body that had as one of its prerogatives the examining of Teachers and granting of licenses. Educated under the old regime, he early adapted himself to the new, and worked earnestly to carry out the provisions of the school law. The Board passed a resolution of condolence to his friends and relatives.

\*Surviving all the original members of both bodies.



would like to make special mention of many schools and teachers. In writing of it, I fear my report is already too long. I may mention Essie Hatfield, a pupil in Miss Sproul's school at Port Greville, who won the county prize offered by the *Montreal Witness* for the best story written on some local event. The subject chosen was "The Loss of a Ship at Cape d'Or."

Thanking you for your kindness and assistance in my work,

I have the honour to be  
Your obedient servant,

E. J. LAY.

ALLISON, ESQ., LL.D.,  
*Superintendent of Education.*

## APPENDIX C.

## Report of the Board of School Commissioners

OF THE

## CITY OF HALIFAX.

## CHAIRMAN'S REPORT.

OFFICE OF SCHOOL COMMISSIONERS,  
Halifax, N. S., Nov

TO DAVID ALLISON, ESQ., LL. D.,  
*Superintendent of Education.*

SIR,—

I beg to submit herewith the Supervisor's report, together with the returns of the County Academy and public schools of the city.

The expenditure for the year was \$91,091.37; receipts, \$91,091.37, a slight increase over last year. The necessity still exists for more accommodation in some of the schools. The expenditure will continue to increase until that want is supplied.

The Supervisor's very able and full report leaves me very much to say. I wish, however, to allude to the fact that no provision has been made to furnish our youth with an industrial education; more and more it has been impressed upon me that we are not doing for the majority of our pupils the very thing they most require. Our organized community is made up of a small proportion of skilled in brain-work, and a large proportion in hand-work. The existing public school system may be defined as a wholesale system. To reverse these proportions,—it is based upon the supposition that it is at least desirable that all, or the major part, of our young people be prepared to take positions in the world as brain-workers. The consequence is that the labor market is over stocked with brain-workers, and ill-supplied with hand-workers. As business grows we all know too well the difficulty of securing first-class men. When our advanced pupils are about to enter upon the



of life, they must have something more than a capacity to solve ex arithmetical problems and enumerate the most important of Nova Scotian and general history. Such ability will enable few of them to earn a living. The attention of our young people be largely directed to the mechanical arts, and for this purpose res should be taken to provide industrial education for the need pupils. Practical training schools have been established in New York, Baltimore, and several other cities in the United States, and all the necessary information can be obtained in any of these cities.

Another branch in my opinion requires more attention. No child fourteen years of age should be allowed to leave school without knowledge of book-keeping; even our advanced pupils have to take a course in a business college after leaving school.

The efficiency of the teaching staff is well maintained, and I have the pleasure in bearing testimony to the industry and ability of the teachers.

During the prevalence of diphtheria in the summer, special attention was directed to the sanitary condition of the school buildings, and I am pleased to say that the Board has taken steps to place them in a more satisfactory state.

The Supervisor and Secretary, Mr. A. McKay and Mr. R. J. Wilson, have endeavored to discharge their duties to the satisfaction of the Board. The efficiency and popularity of our public schools is largely due to the impartiality and ability of the Supervisor.

I have the honor to be,

Your obedient servant,

ROBERT TAYLOR,

*Chairman.*

# Report of the Supervisor of Halifax Public Schools, FOR THE YEAR ENDED 31ST OCTOBER, 1890.

TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF SCHOOL  
COMMISSIONERS FOR THE CITY OF HALIFAX.

*Gentlemen,—*

I beg to submit for your information the following statistical tables and Report on the Public Schools of the City, for the year ended 31st October, 1890.

During the Summer Term of this year there were 116 teachers employed in the common schools—twelve males, and one hundred and four females. Of these, three held Academic Licenses; 41 Grade B; 68 Grade C, and 4 Grade D. This Term shows an increase of four teachers over the corresponding Term last year.

## TEACHERS EMPLOYED IN THE COMMON SCHOOLS.

Grade .....	WINTER TERM.										SUMMER TERM.											
	Male Teachers.				Female Teachers.				Total.		Male Teachers.				Female Teachers.				Total.			
	Academic.	B	C	Class III.	Academic.	B	C	Class III.	Males.	Females.	Both.	Academic.	B	C	Class III.	Academic.	B	C	Class III.	Males.	Females.	Both.
1890 .....	2	9	...	...	30	68	3	11	101	112		3	9	...	...	32	68	4	12	104	116	
1880 .....	2	9	...	...	33	59	3	11	95	106		1	9	...	...	34	65	3	10	102	112	
Increase .....	...	...	...	...	...	9	...	...	6	6		2	...	...	...	...	3	1	2	3	4	
Decrease .....	...	...	...	...	3	...	...	...	...	...		1	...	...	...	2	...	...	...	...	...	

## ABSTRACT OF TABLES A. AND C.

In the Winter Term there were 116 teaching days; in the Summer Term, 95. The percentage of enrolled pupils daily present on an average, was much less than last year.

The Teachers' Returns show a total enrolment for the Winter Term (ademy not included) of 6,147 pupils, of whom 3,060 were boys, 3,087 were girls. As to ages, 5,959 were under 15 years, and 188 over 15. From this it will be seen that there is a tendency towards increase in the average age of the pupils.

These pupils made a grand total days' attendance of 481,436, the average daily attendance in all the schools being 4,304, or an average of 37 pupils per teacher.

In the Summer Term there were 6,352 pupils enrolled; of whom 3,224 were boys, and 3,128 were girls. As to ages, 6,300 were under 15 years, and 152 over 15.

These pupils made a grand total days' attendance of 352,233, the average daily attendance being 4,124, or over 33 pupils to each teacher.

The total number of different pupils reported as attending the common schools during some part of the year was 7,078.

The grand total attendance was 20,682 less than it was last year. The grand total attendance for the Summer Term was 47,227 less than the corresponding term last year. This number then represents the time lost on account of the prevailing contagious diseases.

Tables C. and D. are to be found full details of the number, ages, and subjects taught in each school and in each department. They are deserving of careful study by those who would know the condition of the schools.

#### THE PUBLIC SCHOOLS IN RELATION TO HEALTH.

In my report of last year I called special attention to the imperative need devolving upon school boards and school officers, requiring them to supply to the pupils of their schools suitable hygienic conditions, and also to the desirability of giving them careful instruction in elementary science.

The health history of our city during the past year has emphasized the fact that my suggestions were needed. Not far short of 100 of the children for whom I was then pleading have become victims of the prevailing epidemic—a fatality arising from a general ignorance and disregard of the established laws of health. It is well to consider to what extent the schools are responsible for these deplorable results.

In the first place, it was the duty of the Commissioners to have provided for the pupils well ventilated school rooms in healthful localities. What has been done in this respect? During the last six years six large school houses have been built in various parts of the city. Every effort was made in each case to secure as large playgrounds as possible in these different localities. The class-rooms are airy, with high ceilings and remarkably well lighted. Much labor

and thought were devoted to a general system of ventilation suitable to rooms warmed in the ordinary way, and finally, in the largest of these buildings, the most perfect system of ventilation yet devised was adopted—the Smead system.

Many old and unsuitable school rooms were closed, and some old play-grounds enlarged. More than average attention has been devoted to the cleanliness of the rooms and surrounding premises.

All these facts indicate that the Commissioners have been most solicitous about the health of the pupils of the public schools. In some cases the primary departments are temporarily overcrowded; but I believe that in every large city the demand for more school accommodation is frequently much in advance of the supply.

In the second place it was the duty of the teachers to have furnished “suitable instruction in hygiene, and to have conserved the physical and the mental health of the pupils by proper intermissions, frequent recurring changes of occupation and due attention to out door exercise.”

I fear that some of the teachers, perhaps many, in their anxiety to advance their pupils in the special subjects of the course of study, have sadly neglected the equally important general directions therein given. When deeply engrossed in some interesting lesson, temperature and ventilation were forgotten, and teacher and pupils alike unconsciously suffered from over or under heating and a fetid atmosphere. When the blood is poisoned with carbonic acid and effete organic matter, no wonder the constitutional powers are so weakened as to be unable to resist the effects of climatic changes or infectious diseases.

It is surprising that teachers are not more anxious about pure air, even if considered only in its relation to the discipline of the school and the increased mental vigor of the pupils. I have seen a teacher striving in vain to interest a disorderly class, but who in ten minutes after the windows were thrown open had no difficulty in commanding its undivided attention.

Notwithstanding the serious evils which I have just noted, the general effect of school going is to increase public health, 1st, through the beneficial reciprocal action of brain and muscle when both are duly exercised; 2ndly, because of the greater degree of personal cleanliness required of those who attend school; and, 3rdly, on account of the habits of regularity and order induced by school life.

It will therefore be seen that the public schools cannot be held accountable for the prevalence of infectious diseases in our city, throughout the last year. Careful observation has led me to the conclusion that when there are good sanitary laws in a city, and when these are efficiently carried out, the majority of our children are, during the prevalence of disease, safer in school than unrestricted at their homes.

Although the community has reason to be thankful for what has been done by the Commissioners to improve the sanitary condition of our schools, much requires yet to be done.

1. In crowded schoolrooms heated by steam and ventilated by open windows, the average difference of temperature on a cold day between the warmest and the coldest sittings is 20 degrees. The air around the feet of a pupil standing to recite will be sixteen degrees colder than the air around his head. Such extremes of temperature are incompatible with continued good health. When the windows are opened some pupils are subjected to direct currents of cold air, which frequently cause them to contract colds, which place them on the sick roll for weeks. When the windows are not opened, all suffer from vitiated air. These almost intolerable evils might be somewhat mitigated by the use of window boards for ventilating, but chiefly by constant care on the part of the teachers. Where large halls exist, common to several rooms, as in St. Mary's Girls' School, hall-stoves do much to add to the comfort of the pupils. Some schoolrooms can be improved only by the introduction of a warm air ventilating system.

We are sometimes inclined to censure teachers for their neglect, but the most philosophical of us might prove to be equally forgetful about the conditions of the air if we were doing as good work in other respects. The only safe way is to have a system of ventilation that will ventilate in spite of the pre-occupation of the teachers and janitors. Such a system has been placed in Alexandra School. It should be gradually introduced into some of the other schools most requiring improvement.

2. Provision should be made for physical training. If the education obtained in the school-room is a preparation for complete living, how is it that, while we send our children to school to promote the growth of their minds, we frequently take them from school when we particularly desire their physical development. If our schools were what they should be they would be the ideal home in respect to health and care for the body, mental drill, social culture and moral training. Some one has said that "we are blameworthy if, in this age of lavish education we continue to yoke together active brains and inert bodies, to increase the load upon the shoulders and neglect the means of carrying it." It does not pay to sacrifice the health of the body for any amount of knowledge. Surely well developed limbs and lungs, good health and physical endurance are as much the ground work of future happiness and success as grammar and geography. In every class-room, particularly in the Academy, we see bright pupils with well developed foreheads, but shrunken chests. Our girls who have out-grown the active games of childhood without having substituted any adequate calisthenic drill suffer the most. Nothing would be more valuable to them than the "daily training which would straighten the figure, deepen the chest, stimulate the muscles" and increase the vital energies.



The Commissioners have made a beginning in introducing culture into the schools. They have given the teachers a free lessons in calisthenics, they have provided them with a prepared text book on the subjects, and have built recreation one or two play-grounds.

If we would continue to make satisfactory progress in this it is necessary: (a.) That every teacher, being *in loco parentis*, be as anxious as the intelligent parent for the health, graceful development of all the pupils under her care. She should be with them in the playground at recreation directing their games, looking after their morals. She should be solicitous about them, likely to suffer from over pressure. She should be acquainted with their idiosyncracies and environments, and thus be able to deal with them intelligently. This may seem to some teachers a large task, but we have a few who can be said to carry it out.

(b.) The play grounds should be furnished with parallel bars, swinging rings, tug-of-war board and ropes, a set of ladders, a horizontal bar, climbing ropes, &c. When there are no suitable buildings for exercise in stormy weather, a cheap shed open to the sky, containing some additional apparatus, such as chest weight, a rowing machine, and rowing exerciser, should be provided. The cost should not be very great and might be partly defrayed by contributions from the pupils if necessary. If the board cannot afford it then the pupils should at once form themselves into associations, and with the aid of their parents get all that is required.

(c.) Singing, voice culture and breathing exercises, as in connection with reading, should, on account of their hygienic value, receive more attention than they do. They are very useful in developing lung power.

3. A carefully graded course of lessons in hygiene for all grades of pupils should be placed in the hands of the teachers. If permitted by the council of public instruction such books as The Child's Hygiene Primer, Hygiene for Young People, Brand's Lessons on the Human Body and Steel's Hygiene Physiology, might be used as supplementary text books, the teachers giving special lessons with experiments every fortnight.

#### TEMPERANCE.

The returns show a large increase in the number of pupils receiving instruction in temperance. The improvement in numbers is more than exceeded by the advance made in the quality of the instruction. Inquiries concerning improved temperance text books and coveries regarding the physiological effects of alcohol in the body, and increased interest in the subject.

The temperance text books in use, might, in the hands of a good teacher, be suitable for the most advanced grades, but a very



is needed for the intermediate grades. With an improved text we would be able to show very satisfactory work.

The great majority of the teachers are very strongly in favor of prohibition. They suffer many inconveniences arising from the evils of intemperance. The progress of their pupils is very much hindered by want of text books and by irregularity of attendance—the poverty of the parents from drinking habits of many parents preventing them from giving their children with sufficient clothing. Worse still, the children from the homes of the intemperate are frequently possessed of undisciplined intellects and demoralized habits. If the community spent as much on education as it wastes on strong drink and gilded palaces, splendid gymnasiums, first-class kindergartens, free text books, well paid, well trained teachers might lure well cared for children to the sweets of learning.

#### NATURE LESSONS.

The interest in this study is increasing, though somewhat slowly. It is difficult for teachers whose knowledge of natural history is wholly derived from books to do much more than cram their pupils with a multitude of disconnected, unorganized facts. The information thus acquired cannot be assimilated, and pupils become mental dyspeptics.

While visiting Dutch Village School on one occasion I found the school vacant. After a search I found the pupils in a lovely grove of woods with their teacher, having a delightful lesson—collecting and naming plants. There are those who would have censured this as a lack of regularity; but the teacher had only adopted a custom largely followed by the best teachers of Germany, where the art of teaching is well understood. No proper realization of the facts of nature can be obtained second hand. Pupils must see, collect and experiment if they would obtain more than the dry husks.

Teachers must have teaching collections and be ready with the material if they would make naturalists of their pupils. The Board should encourage real knowledge by supplying every school with teaching cabinets, as they have done in several departments already. The Board should also supply such apparatus as cannot be constructed by the teacher and pupils.

Below the names of those teachers who attended the last session of the Summer School of Science at Parrsboro, and who made donations of plants and minerals for their classes. They require suitable cabinets for exhibiting them. Mr. Creighton, of Morris street, and Miss Creighton, of Compton Avenue school, have made valuable and representative local collections. Sister Cecilia, of St. Joseph's girls' school, has purchased a selection of typical minerals from the Museum of Natural History in Boston. In Summer street also the cabinet shelves are gradually filling up with articles which are utilized in illustrating the various subjects taught.

## HALIFAX SUMMER SCHOOL SCIENTISTS.

Miss H. L. Flowers—Tower Road School.  
 Miss Edith Flowers—Morris Street School.  
 Mr. Graham Creighton—" "  
 Miss Ida Creighton—Compton Avenue School.  
 Miss M. R. McCurdy—" "  
 Miss A. M. Johnson—" "  
 Mr. M. Shine—St. Patrick's Boys' School.  
 Mr. M. Sullivan—" "  
 Miss E. Sullivan—St. Mary's Boys' School.  
 Mr. L. A. McKenna—" "  
 Miss A. F. Ryan—" "  
 Miss M. T. Dwyer—" "  
 Miss H. S. F. Theakston—LeMarchant Street School.

In the case of the Halifax teachers the work of the Summer School was largely supplemented by valuable courses of lessons. Principal McKay, W. T. Kennedy and F. Bowman, B. A., C. McKay gave a series of anatomical demonstrations, beginning with *Lepus Americanus* in four or five lectures, and followed by *Capra* of Columbae, *Gadus Morrhua*, *Melanogrammus Aeglefinus*, *Harengus*, *Salmo Fontinalis*, *Ovis Aries*, &c. Mr. Kennedy had a very large and interested class through a course of elementary chemistry. Mr. Bowman gave a few lessons on crystallography and pipe analysis.

## MODERN LANGUAGES.

It has been our privilege during the last year and a half to have in Halifax two superior teachers of Modern Languages. Herr H. Balval, a native of Berlin, taught German. Polished, enthusiastic and cultured, he was at the same time a master of method in German conversation and literature. In ardent patriotism, in his to his work and thorough preparation for each lesson, in his illustration, either by word or pencil, he was a valuable model for teachers. He gave them a clear conception of what a practical training means in Germany.

Monsieur Balval is equally successful in French. The Board has most wisely in permitting these languages to be taught in schools after hours. Prof. Balval's classes in St. Patrick's Catholic School are making wonderful progress.

Our wide awake teacher will be much benefited by the methods of teaching pursued, and adapting these methods to his subjects.

While fully endorsing this method I may be allowed to quote Prof. J. S. Blackie in support of the same. He says: "The child of nature observed equally by the youngest children when

their mother tongue, and by persons of a more advanced age when learning the language abroad in the country where it is spoken, presents us with the model for a great reform in the method of teaching languages artificially in our schools. Grammatical rules and exercises are all very well, in fact indispensable; but in the procedure of nature they do not come first. Nature gives us familiarity first and then accuracy—‘have your nails before you pare them’; and the great point in acquiring a strange language is by frequent repetition of a strange sound in connection with interesting objects, to establish such an habitual connection between the new sound and the old object, that the one brings up the other as naturally and as closely as a body is followed by its shadow; and this repetition it is obvious can be made ten times in conversation for once that it can occur in any kind of bookish exercise. This applies no less to dead languages than to living. If they are dead it is the business of the teacher to make them living—which he can easily do if he knows his subject and is not lazy. No person should be considered fit to teach a language who does not think and speak in it.”

#### FORM.

Our schools are as a whole deficient in the attention paid to form, *i. e.*, to the general neatness of written exercises with regard to the arrangement of sentences, paragraphing, penmanship, use of capitals, etc. This training should begin in the primary department and be followed with scrupulous care in every grade. The writing of the youngest pupils should be nearly as perfect in form as that of the older ones, though executed of course much more slowly. There would then be nothing to unlearn as is now generally the case.

In the Course of Study it is laid down that “from first to last the attention of teachers is to be earnestly directed to the important end of training their pupils to the use of correct forms of speech.” Equally important is it that every mis-shapen letter or figure should be immediately replaced by a shapely one; and that every untidy exercise should be re-written until it is satisfactory. If this were carefully attended to in the lower grades there would be no necessity for the eighth and academic grades delaying their higher work in overcoming bad habits in penmanship and forming new ones. It would only be needful for them to check any tendency to carelessness. The present system of doing as much work as possible without regard to the form and reserving the fine writing for one or two copy books a year to be sent to the Board for inspection, has not been satisfactory. If these few copy books should meet the approval of the Commissioners, the teachers and pupils are absolved from special further attention to the subject, especially if candidates for advancement succeed in passing their examination. Thus it happens that the higher and academic teachers are harassed for months with the untidy work of their newer pupils, and parents and employers, apt to judge them by surface qualifications, are dissatisfied.



I would strongly recommend the adoption of the German system of teaching penmanship as outlined above, and asked to be the means of carrying it out.

### KINDERGARTEN.

In my report of 1885 I recommended that a study of the principles and philosophy of the kindergarten should be encouraged, and that among the primary school teachers. That has been done to a considerable extent, and with some practical application in a few experiments.

In the meantime very remarkable progress has been made in other countries, and leading educationists everywhere are endorsing the system. Even in our own province the government has passed a clause in the Education Act, making kindergartens under the restrictions a part of the public school system. They are established and supported in Dartmouth, New Glasgow, and I believe in other provincial towns. In order that the system might be approved by the teachers of the province, the Council of Public Instruction for the last two or three years given a grant for a kindergarten in connection with the Normal School.

A kindergarten is defined as being "a system which aims at the development of natural methods to lead the child-mind to form habits of attention, of self-activity and self-development, and thus to become a judicious training a self-educator. The principles of the system are to be founded upon a knowledge of child nature as learned from the study and observing teachers and mothers." "The great importance of the kindergarten in primary schools, the only grade of schools of whose advantage all children partake, and the general feeling among educators that it is now in the schools too much drudgery, considerable waste of time and effort, and not sufficient attention given to imbuing the child with a fondness for learning, should move us to welcome any suggestion on the subject that may appear within the sphere of our observation."

Advocates of this system recognize the following underlying principles:

1. The individual mind in its development naturally passes through various stages of advancement such as are observed in the progress of the human race from its infancy. That the child's faculties unfold in a certain order—that in early childhood the training of the senses is the most important part, and that later on the memory becomes specially retentive, and that finally reasoning and moral powers are the last to come to maturity.
2. The various faculties are developed only by appropriate training. According to Froebel "to learn a thing in life and through action is much more developing, cultivating and strengthening than to learn it merely through the verbal communication of ideas." The special

and pleasurable self-activity of the child is utilized in the kindergarten by the directing sympathetic teacher.

It will be readily seen that these principles underlie all education. It was found in the Boston schools, where there are about 25 kindergartens, that they had a mellowing influence on many of the primary departments, softening their discipline and brightening their lessons through and through. If felt there the influence must continue to be felt in the higher grades to which every pupil carries the spirit formed in earlier years. The kindergarten is a potent means for elevating primary education and for the development and promulgation of the principles of sound psychology."

It is for these reasons that I would most earnestly call the attention of this Board to the desirability of establishing one or two such schools in this city. Only twenty per cent. of our teachers have had a Normal School training. The influence of a good kindergarten with a superior teacher would be felt throughout our whole school system.

I would like to see every young child in Halifax enjoy this inestimable privilege, but the expense absolutely precludes it. It is with its indirect benefits that I am almost wholly concerned, that it may form a model for our untrained teachers who would from it adopt such principles as could be modified to suit their own schools.

It will be necessary at a very early date to open new primary departments in Alexandra and St. Patrick's schools. You have there large and beautiful rooms unoccupied. Why not let them be model kindergartens? They would cost but little more than primary departments.

#### MANUAL TRAINING.

At the risk of being accused of having an educational hobby, I will again for the third or fourth time point out that our city boys are losing ground in the struggle of life on account of defective manual training.

Country boys have the advantage of a double training. In common with city boys they undergo the more or less artificial discipline of the school. But they also have that more natural training in which the hand and the head work together. Their inventive and executive powers are called into exercise in building fences, removing stones, constructing sheds, and a hundred other things quite as mind-developing as parsing and the learning of historical dates. In their leisure hours they are studying natural history from the live specimens while scouring the meadows and woods in search of amusement.

"What the country boy enjoys in the way of training hand and eye to be true servants of the mind: what he enjoys in the way of opportunities and incentives for making the mind itself the real master of life through a well-rounded and harmonious development of all

the powers, through the creation of the spirit self-reliance the exercise given to the constructive and executive faculty infinitely greater than that which falls to the lot of the unhappily boy of to-day. Out of school what has the latter to do with his time or the energy given him, as we are wont to say, for some purpose, though it would puzzle the most devout and ingenious to tell for what purpose energy should have been given to a boy condemned to live in a modern city?"

In the system of education which you are now supporting, do you accomplish beyond storing the mind with a mass of information—not always the most useful in the struggle for existence—the powers of doing are left untrained? We omit almost wholly from our school curriculum manual training—one of the most powerful mind and body developers.

If you establish in some central locality one department devoted to manual work you will do much to improve our whole school system.

1. In the first place all boys over fourteen years of age who come up to a certain standard in their other studies could be given lessons at stated intervals, devoting to such work from two to three hours per week.

2. The teachers of the other schools might, as they do in some cities, take a course of manual training and thus be fitted for introducing to a suitable extent hand work in their own departments.

### THE ACADEMY.

There has been a satisfactory increase in the attendance at the academy, 234 pupils being enrolled.

The simplifying of the classification, effected at the beginning of the last year, has been very satisfactory in its results.

The academy has attracted from abroad a larger number of pupils than ever before.

The comfort of the pupils has been much increased by alterations in the heating apparatus.

The Principal, who is a member of the Royal Society of Arts, has made arrangements by which he is enabled to add their collections as well as those of some other societies to the academy, making it an institution which is flourishing and much used by the public.

During the last year nothing has been done to classify the natural history specimens, nor have any additions been made to the collection, this is owing to the want of cabinets for storing and exhibiting them.



As the Principal is an able scientist and an enthusiastic collector, it would be well to supply him with all necessary facilities. With the aid of his pupils he would soon build up a museum worth many hundreds of dollars.

A word about the three new teachers of the Academy. As to Mr. Kennedy, so favorably known as the principal of Albro street school, I need only say that he has shown himself fully equal to the higher position which he now occupies. No teacher excels him in giving to his pupils a thorough mastery of each lesson assigned to them, or in causing them to exercise their energies to the fullest extent to meet the requirements of his class room. Any boy not inclined for work leaves his laziness behind the moment he enters Mr. Kennedy's room.

We have in Mr. Murray the ideal classical teacher. With a "brain up to its saturation point of knowledge" in his subject, he is enabled with ease to himself and comfort to his pupils to put new life into the dead languages which he teaches. In his calm and thorough manner he permits no haziness on fundamental grammatical principles. This, together with a familiar use of idiomatic phrases, partly acquired by the conversational method, will cause his pupils to distinguish themselves in college, and make classics the recreation of after life.

The principal, Mr. McKay, inspires his pupils with the true love of knowledge and imparts to them his own enthusiasm in pursuit of it. Like every true teacher he makes his pupils feel that they are following his lead rather driven. I may say of the Academy that in my opinion no similar institution in Canada has such an able staff of teachers.

#### ST. PATRICK'S GIRLS' HIGH SCHOOL.

Sr. Bernard, who had charge of this school since it was first organized, has retired from the principalship on account of ill-health. The school owes to her wise management its present high standing. Sr. DeChantal, who succeeds, will prove equally successful. The school is increasing in numbers and raising its standard of work. Two of its pupils, only 17 years of age, received grade B licenses at the last teachers' examination.

#### SCHOLARSHIPS IN DRAWING.

The free scholarships offered for competition by the Victoria School of Art and Design were this year won by Miss H. Moody, Miss J. Belcher and Miss G. Fairbanks, of the Academy, and Miss L. Mahoney and Miss K. Mahoney, of St. Patrick's Girls' High School.

All of which is respectfully submitted.

ALEXANDER MCKAY,

*Supervisor,*

Halifax, December, 1890.

## APPENDIX D.

## SPECIAL INSTITUTIONS.

## INSTITUTION FOR DEAF AND DUMB.

## REPORT OF DIRECTORS.

The Directors of the Institution for the Deaf and Dumb their thirty-third Annual Report. The death of the Principal Hutton, has delayed its publication, and made it the saddest that the Directors have ever been called to issue. During the part of the year, the work progressed very favourably, and it was as if the thirty-third report would be the most encouraging issued. There were 75 pupils in attendance—63 from Nova Scotia and 12 from the other Maritime Provinces.

There was very little sickness among the pupils and a few eruptions, so that there was marked improvement in every department. The teachers all worked faithfully, to the entire satisfaction of the Directors. The Directors having failed to secure a teacher of articulation, employed Miss Foley as teacher of the Primary Class, and allowed Miss Bateman, who had proved herself so thoroughly efficient in every department of work intrusted to her, to undertake the teaching of articulation. A new class room was fitted up for the purpose in the south-east wing, and very satisfactory work was done during the last six months of the year. The Directors hope to be able to develop this department of the work, and to give it that prominence to which it is justly entitled in any efficient institution for the training of deaf mutes.

The household management under the matron, Miss Gladstone, her assistant, Miss Brymer, has been very satisfactory. The principals, Drs. Campbell and Chisholm, have been prompt and attentive to their respective departments. The Treasurer's report for the year was gratifying. The adverse balance in the ordinary expense account was larger than last year, but this is owing to the heavy expenses

repairs and additions. A number of generous legacies have considerably increased the invested funds. The Directors thankfully acknowledge the receipt of \$1000.00 from the executors of the late John Gibson, \$200.00 from the executors of the late S. S. B. Smith, \$100.00 from executors of late G. G. Gray, \$100.00 from executors of late Findlay Campbell, and \$3000.00 from executors of the late John P. Mott. All of these bequests bear testimony to the generosity and kindness of heart of the gentleman who made them, and will materially help to meet the ever increasing expenses of a growing institution. In addition to the very generous bequest of \$3000.00, Mr. Mott bequeathed a share of the residue of his estate, which will eventually afford a considerable sum to the Institution. A man of kind and sympathetic feelings, he has manifested a deep interest in the welfare of the deaf-mute and of many other afflicted ones in the community. He has erected for himself a monument more enduring than brass, and his name will not soon be forgotten in the many institutions which enjoy his munificent bequests.

But while there has been so much to be thankful for, God has permitted a very heavy trial to fall upon the Institution. In November, our highly respected and much loved principal, Mr. James Scott Hutton, became seriously ill. For two months he was able to move about, and while not equal to the hard work in which he always delighted, he managed to superintend the teaching. In the beginning of 1891 he became very much worse, and after months of suffering died on the 25th day of February. His death has delayed the publication of this report, and we sadly miss the interesting account he was wont to give of the year's work. It is with feelings of deep sorrow that the Directors are called upon to record his death. Mr. Hutton came to Halifax to take charge of the Institution at the very beginning of the work. He came highly recommended from Edinburgh, and during the thirty years that he laboured here far more than fulfilled the high expectations which were then formed of his success and usefulness. He possessed, in a very marked degree, the qualifications which were necessary for the important post he was called to occupy. A man of earnest Christian principle, sound judgment, scholarly and cultured, he possessed at the same time extraordinary tact, combined with untiring energy and a cheerful hopefulness, even under great discouragements. He simply delighted to do the work entrusted to him, and ever made the cause of the deaf-mute his own. Everything which could in any way advance the interests of the afflicted class for whom he laboured, was to him a pleasure. Nothing was counted a toil or a hardship. His life was devoted to his work. The Directors feel that they are not in any way detracting from the credit due to others who took part in the work, when they say that this Institution is the monument of his ability and faithfulness. Directors, teachers, and all friends are ready to join in the statement, that under God, the Institution owes its success to James Scott Hutton. The Directors sincerely hope that they may be enabled to carry on the good work, so that this monument may stand unimpaired and tell of his faithfulness and devotion to coming

generations. The Directors would tender their heart-felt sympathy to Mrs Hutton, who has been such an efficient helpmate to her husband during thirty years of his work, and to all the relatives and friends who mourn the loss of a faithful, loving husband, an affectionate brother and a true friend. Our only consolation is that God reigneth and doeth all things all things well. May He comfort the relatives and friends, and guide the Directors in the very difficult position in which they are placed.

JOHN FORREST,  
*Secretary.*

# HALIFAX SCHOOL FOR THE BLIND,

*Incorporated in the Year 1867.*

## MANAGERS AND OFFICERS OF THE INSTITUTION.

### BOARD OF MANAGERS FOR 1891.

M. H. RICHEY,  
JOHN DUFFUS,  
W. C. SILVER,  
W. H. NEAL,  
JOHN Y. PAYZANT,  
HON. W. S. FIELDING,  
Premier of Nova Scotia,  
HON. A. G. BLAIR,  
Premier of N. B.  
HON. NEIL MCLEOD,  
Attorney-Gen. of P. E. I.,

HON. SIR W. V. WHITEWAY,  
Attorney-Gen. of New-  
foundland,  
GEORGE MITCHELL,  
HON. S. L. SHANNON,  
HON. H. H. FULLER,  
JAMES C. MACKINTOSH,  
E. D. MEYNELL,  
JAIRUS HART,  
WILLIAM MILLER.

*President.*—W. C. SILVER.

*Vice-President.*—JAMERS C. MACKINTOSH.

*Secretary and Treasurer.*—E. D. MEYNELL.

### OFFICERS.

*Superintendent.*—C. F. FRASER.

*Teachers.—Literary Department*—E. P. FLETCHER.

" " MISS E. J. FLETCHER.

*Music*—A. M. CHISHOLM.

*Band*—ANDREW GRAY.

*Tuning Instructor.*—D. M. REID.

*Trade Instructor.*—DAVID A. BAIRD.

*Technical Instructor.*—GEORGE BOWSER.

*Gymnastics Instructor.*—SERGEANT CHETMAN.

*Steward.*—R. T. BLAIR.

*Matron.*—MRS. R. T. BLAIR.

*Attending Physician.*—DR. A. W. H. LINDSAY.

*Ophthalmic Physician.*—DR. S. DODGE.

*Dental Surgeon.*—DR. A. C. COGSWELL.

*Extracts from the Report of Board of Managers for 18*

In submitting to the Members of the Corporation, and to the the Twentieth Annual Report of the Halifax School for the B Board of Managers have reason to feel thankful to a kind Providence for the continued welfare and prosperity of the Institution, and the many blessings which they are now enabled to extend to the of the Maritime Provinces.

Vigorous work is being carried on in the several departments of the School, and the zeal and devotion of the staff of teachers find a ready response in the industry and application of the pupils. Every year your Board finds fresh encouragement in the success achieved by the graduates of the Institution, and it is no small gratification to realize that each year the confidence of the public in the teachers and pianoforte tuners, trained in this School, shows a steady increase. In the report of the Superintendent will be found a schedule of the work being done for the Blind of the Maritime Provinces, and we believe that such work done thoroughly and scientifically cannot fail to prove a blessing to every blind child committed to our charge.

In assuming the responsibility of extending the accommodation of the Institution, your Board relied largely on the generosity of the Legislature of Nova Scotia and of the public of the Maritime Provinces, and recognizing the urgent necessity of such, a contract was entered into with Samuel A. Marshall to construct the new wing and to make certain alterations in the main building, at a cost of \$12,975.00, with the cost of the heating apparatus, supplied by Macdonald, and the services of architect J. C. Dumaesq, and the furniture and fixtures will make the total cost of the new building, when ready for occupation, about \$16,000.00. Of this sum 4,000.00 has been provided by the Legislature of Nova Scotia, \$1,000.00 was bequeathed by S. A. White, Esq., \$3,000.00 has been appropriated from the last year's bequests, and the Superintendent has set himself the task of raising the balance, \$8,000.00, of which about \$5,000.00 has already been subscribed. The new building is now nearly completed, and is ready for occupation about Feb. 1st. It forms a wing or addition to the main building, with which it has fire-proof connections. The addition is set apart for the residence of the boys, and it is planned for the near future to erect a similar wing at the west end of the main building for the girls. This new addition is planned as follows: on the basement are the culinary departments, dining-room, kitchen, &c; on the ground floor, are two fine sitting-rooms and a common assembly hall; on the first floor are six music rooms, two dormitories, a hospital room and bath room; on the second floor are teaching rooms, seven dormitories, &c. The addition provides accommodation for two teachers and thirty-two pupils. The main building has been thoroughly remodelled and the school room accommodation doubled.



The Board of Managers join with the Superintendant in thanking the Legislature and the many friends of the blind for their liberal contributions towards the building fund; and they sincerely trust that within the next few months a sufficient sum may be realized to place the building in their hands free of debt. This Institution belongs to the people, and to the people your Board look for that support and encouragement which the grand work of educating the blind deserves; stand still we cannot, progress we must, and we believe that the enlarging of the sphere of usefulness of this School marks a step of unusual progress which the public will not be slow to appreciate.

It is proposed to ask the Legislature to amend the Constitution of the School for the Blind, so as to make all donors of \$25.00 and upwards life members of the Corporation. The object of this is not so much to raise funds as to increase the number of the Corporation, believing that by so doing we will secure the interest and co-operation of our leading men in the success of our graduates.

In accordance with a resolution passed at the last annual meeting, an Act was introduced into the Legislature of Nova Scotia by the Hon. Provincial Secretary, giving power to your Board to extend its numbers by electing as an ex-officio member the Premier or First Minister of any Province contributing towards the funds of the School. Under this Act the Premiers of New Brunswick, Prince Edward Island and Newfoundland have been elected members of the Board of Managers of the Halifax School for the Blind.

## EXTRACTS FROM SUPERINTENDENT'S REPORT.

*To the President and Board of Directors of the Halifax School for the Blind :*

GENTLEMEN :—

The table of attendance herewith submitted shows that 38 blind persons have been under instruction during the past year, 25 of whom were males and 13 females; 6 of these have since graduated or left the school, and one has been removed by death, making the total attendance Dec. 1st, 1890, 31, of whom 22 are males and 9 are females. Of these 19 are from the Province of Nova Scotia, 9 from New Brunswick, 1 from Prince Edward Island, and 2 from Newfoundland.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered December 1st, 1889.....	18	12	1	31
Entered during the year.....	6	1	0	7
Graduated during the year.....	1	4	1	6
Died during the year.....	1	0	0	1
Registered December 1st, 1890.....	22	9	0	31

## GENERAL MATTERS.

The several departments of the school have been kept well up to the standard of former years, and the conscientious and pains-taking work of the teachers is evidenced on every hand.

In the school department proper instruction has been given in reading, dictation, spelling, point-writing, pencil-writing, geography, Canadian, British and Grecian history, English grammar, English literature, English composition, physiology, arithmetic, geometry and algebra. Kindergarten classes have also received regular instruction.

In the musical department twenty-seven of the thirty-one pupils have received lessons in pianoforte and organ playing; eighteen have been instructed in singing; and classes have been taught in the theory of music and in the writing of Braille's musical notation, and a class for the study of the forms of musical science, such as are used by persons with sight, has also been regularly carried on.

In the tuning department some of the young men have been systematically trained as pianoforte tuners, while in the work-shop others have received instruction in cane-seating and willow basket-making, and the girls in sewing, knitting, and fancy work.

Of the six graduates, two took first-class certificates as teachers of music, two gained second-class certificates, one graduated from the

---

workshop as a willow basket-maker, and one left the school, having completed her term of years, and is now engaged in the establishment. Of these six pupils two are worthy of especial mention, having reached a high degree of proficiency as pianoforte players and teachers. Miss Belle Staten, of Foreston, Carleton Co., N. B., graduated with honors, and is now settled in her native place, where she has obtained a large class of music pupils. Mr. Montague Warren is one of the best musicians that ever graduated from the school, and it is gratifying for me to state that immediately upon his leaving the school he was engaged as a pianoforte tuner by those well-known dealers in musical instruments, W. H. Johnson & Co.

The new building is now nearly completed, and it is with no small degree of pleasure that we look forward to occupying it. That such an extension had become a necessity is plainly apparent to those aware of the crowded state of the main building, but when it is known that there are at least eighteen blind girls and boys in the Maritime Provinces who are not enjoying the privilege of an education, it will be understood why the call for this addition was considered so urgent by me.

In my last annual report I expressed the opinion that the friends of the blind would rally round us at this crisis, and contribute towards our building fund. The work of collecting is still going on, but the acknowledgments made elsewhere prove that the people of these Provinces have a deep interest in the success of the education of the blind, and that where aid is solicited it will meet with a generous response.

HALIFAX SCHOOL FOR THE BLIND IN ACCOUNT WITH  
E. D. MEYNELL, TREASURER.

1890.

*Dr.*

Dec. 1.	To Paid House Expenses, including Salaries to Steward, Matron and Servants .....	\$3268 72
"	Salaries to Superintendent and Teachers .....	1622 25
"	Repairs to Building.....	647 55
"	Grounds .....	72 63
"	Printing, Stationery and Postage .....	82 42
"	Instruction in Singing and Musical Instruments .....	280 76
"	Prizes .....	18 00
"	Board of Adult Pupils.....	116 00
"	Travelling Expenses .....	100 00
	Balance .....	271 99
		<u>\$6480 32</u>

1889.

*Cr.*

Dec. 1.	By Balance .....	\$ 157 08
1890.		
Dec. 1.	" Interest and Dividends .....	1868 77
"	Donations and Thanksgiving Col....	20 00
"	Grants Nova Scotia Co. and Govt ...	\$2771 22
"	" Newfoundland " ...	300 00
"	" New Brunswick " ...	1200 00
"	" P. E. Island " ...	150 00
"	Repaid Water Rate, 1889 .....	13 25
		<u>\$6480 32</u>
	By Balance .....	\$ 271 99

*Legacies Received.*

1890.	G. G. Gray .....	\$ 100 00
	Finlay Campbell, P. E. Island .....	100 00
	J. P. Mott .....	3000 00
		<u>\$3200 00</u>

Examined and found correct.

GEO. MITCHELL.

E. D. MEYNELL,  
*Treasurer.*

HALIFAX, N. S., 12th Dec., 1890.

## APPENDIX E.

## Report of the Summer School of Science.

The fourth Annual Session of the Summer School of Science, as well as the third, was held at Parrsboro. The chief considerations which led to the selection of Parrsboro for a second session were its being centrally situated in the Province, its being easily reached both by railway and steamer, and its being in a region of great geologic and mineralogic interest.

The session, which began on July 21st and closed on August 2nd, 1890, was a most successful one. Improvement over former sessions was noticeable in the direction of a more systematic arrangement of classes; and so perfectly were all difficulties and requirements anticipated and provided for that, it was found possible to adhere strictly to the time-table which was published some months in advance. At no former session of the School was an equal amount of solid scientific work accomplished.

The officers and instructors for the year were :

President.—F. H. Eaton, B. A., Normal School, Truro.

Vice-President.—E. J. Lay, Esq., Inspector of Schools, Amherst.

Secretary-Treasurer.—A. McKay, Esq., Supervisor of Schools, Halifax.

Assistant Secretary.—L. A. McKenna, Esq., St. Mary's School, Halifax.

Local Secretary.—I. C. Craig, Esq., Principal of Schools, Parrsboro.

Instructor in Zoology.—A. H. McKay, B. A., B.Sc., F. R. S. C.

" Physics.—Eben McKay, B. A., Principal of Schools, New Glasgow.

" Chemistry.—G. U. Hay, Ph.B., St. John, and Inspector Lay, assisted by Miss I. M. Creighton, Halifax.

" Geology.—Rev. Dr. Maury.

" Mineralogy.—A. J. Pineo, M. A., Pictou.

" Physiology.—M. L. Angwin, M. D., Halifax.

" Astronomy.—A. Cameron, Esq., Principal Yarmouth Academy.

" Elocution.—Miss H. E. Wallace, Acadia Seminary.

" Music (Tonic Sol-fa).—Miss A. F. Ryan, St. Mary's School, Halifax.

Class-rooms, well supplied with the apparatus necessary for the study of physics and chemistry, were kindly placed at the service of the students by the Parrsboro School Board, while the citizens as a whole evinced generous anxiety to render the second visit of the votaries of science no less enjoyable than the first.

An Excursion was undertaken to the Joggins, about thirty miles distant, and before that famous cliff, well-known to the scientific world through the writings of Sir William Dawson and others, Dr. Maury and other geologists and mineralogists of the party were kept delightedly busy for hours in calling attention to interesting phenomena, and in answering the many questions put by eager students. A descent into the coal mine was made. The party was accompanied by the obliging manager of the mines, who took pains to explain very fully the details of the operations by which the coal is brought to the surface. Excursions were also made to Five Islands, noted for abundant and varied mineralogic specimens, and to Moose River Falls, a spot whose picturesque beauty charmed everybody. From such rambles, where an intelligent acquaintance with nature and some of her secrets is obtained under the most congenial circumstances, teachers cannot fail to go back to their classes invigorated and toned, both in body and mind, and prepared to infuse new life and energy into the routine work of the school-room.

A public entertainment, under the auspices of the school, was given by Miss Wallace, Instructor in Elocution, and was well patronized and highly appreciated by both scientists and citizens.

The students who attended the school, and whose names are given below, felt that every hour had been pleasantly and profitably spent while the expense incurred was quite moderate. Not only was much valuable scientific and other information acquired, but excellent hints on methods of imparting knowledge were received, which are destined to benefit more than one class in our Provincial Schools.

The names and residences of students enrolled are as follows:—

H. L. Flowers, Halifax; E. M. Flowers, Halifax; M. R. McCurdy, Halifax; A. M. Johnson, Halifax; B. J. Trenholm, Amherst; M. Shine, Halifax; E. Sullivan, Halifax; L. A. McKenna, Halifax; M. Sullivan, Halifax; F. G. Berton, St. John; B. McMahon, New Glasgow; A. C. Davison, Economy; L. Thompson, New Glasgow; A. McKay, New Glasgow; E. Fletcher, Five Islands; H. S. F. Theakston, Halifax; Principal G. Creighton, Halifax; M. Cavanagh, New Glasgow; G. Wagner, French River, Pictou; L. K. Kirkpatrick, Parrsboro; M. E. Charman, Wallace; G. J. Oulton, Dorchester; F. J. A. McKittrick, Kentville; A. Wadman, Five Islands; A. Wier, Sand River; B. C. Foster, Fredericton; G. A. Inch, Fredericton; H. L. Galt, Moncton; J. R. Everett, Fredericton; P. Vanwart, St. John; J. Purdy, St. John; E. H. Stewart, Pictou; E. A. Miller, New Mills; A. McCabe, Parrsboro; S. A. Hirse, Lunenburg; C. M. Crowe, Selma, Hants Co.;



L. B. Crowe, Selma, Hants Co.; A. W. McKenna, Amherst; R. R. Duncan, Grand Pre; Mrs. R. R. Duncan, Grand Pre; E. Thompson, St. John.

The receipts and expenditure are as below :—

Balance from 1889 .....	\$113 00
Government grant.....	100 00
Fees from students .....	224 00
Received from Cumberland School Board.....	10 00
" for advertising .....	20 00
" sale of material.....	7 45
	<u>\$474 45</u>

Paid instructors and officers.....	\$274 00
" Printing .....	39 50
" Postage and stationery.....	16 77
" Advertising .....	15 00
" for Chemical material .....	16 89
" " Zoological " .....	5 00
" " Mineralogical material.....	12 00
" " Geological implements.....	6 75
" Travelling expenses of Secretary in May	11 69
" Sundries as per statement.....	33 59
Balance on hand .....	43 26
	<u>\$474 45</u>

W. T. KENNEDY,

*Secretary-Treasurer for 1891.*

P. S.—The next session of the School will be held at Antigonish, July 27th to August 7th, in St. Francis Xavier College, which has been generously offered for that purpose.

In addition to the picturesque beauty of the County Town of Antigonish, it offers many new attractions to our scientists in its proximity to the peculiar flora of a deep inlet of the Strait, and also to the geological strata of the far-famed Arisaig, in which is epitomized much of the palæontological history of the Province, and a region known to geologists of every country through the labors of the late Dr. Honeyman.

Two new subjects of very great importance have been added to our course of study. For the first time in the educational history of our Province the use of the microscope will be taught in the study of botanical and zoological Histology. The instructor, Principal McKay, is well qualified for the work, having for many years carried on original investigations with the microscope.

A course of eight lectures in elementary Psychology will be given by Dr. Hall, of the Normal School. The Doctor has spent a year in Germany studying the Herbartian Philosophy in its relations to Pedagogy, and can be relied on to make his subject of surpassing interest. As less than twenty per cent. of the teachers of Nova Scotia have had the advantage of a professional training, these lectures will be free.

W. T. K.

## APPENDIX F.

## Victoria School of Art and Design, Halifax.

(Incorporated 1888.)

## DIRECTORS FOR THE YEAR 1890-91.

*Ex-officio* : { THE SUPERINTENDENT OF EDUCATION,  
 { THE MAYOR OF HALIFAX.

MR. MICHAEL DWYER,  
 MRS. COLONEL CLERKE,  
 MR. J. C. MACKINTOSH,  
 MR. JAMES DEMPSTER,  
 MISS ELLA RITCHIE,  
 DR. J. G. MCGREGOR,  
 MR. DONALD KEITH,

MRS. H. H. FULLER,  
 MRS. J. F. KENNY,  
 MR. J. M. SMITH,  
 MR. E. P. ARCHBOLD,  
 HON. SENATOR POWER,  
 MR. P. F. MARTIN,  
 MR. ALEXANDER MCKAY.

## TEACHING STAFF.

*Head Master :*

GEORGE HARVEY, A. R. C. A.

*Assistant Teachers :*

J T. LARKIN, *Engineer.*      G. H. JOST, *Architect.*  
 MISS L. CORNELIUS.

To DAVID ALLISON, LL. D.,

*Superintendent of Education.*

SIR,—

I have the honor herewith to submit to you the reports of the Head Master and Treasurer of the Victoria School of Art and Design.

It is gratifying to know that notwithstanding the reduction in our teaching staff, made necessary by want of funds, the attendance during the last year somewhat exceeded one hundred students, being quite as large as that of other similar institutions in Canada.

The improvement in the character of the work accomplished more than compensates for the reduced numbers.

In several excellent private institutions of our city there has within the last two years been a great development of art on account of its value as a social accomplishment. This movement has somewhat limited the sphere of the Art School, but it has left to it largely those classes of students that value art as an instrument of culture or of industrial utility—those classes that exercise the most direct effect upon the development of the country.

The Mechanical class, which meets in Stairs' Building, is provided with a large room and electric light; but for the other classes improved accommodation is an absolute necessity.

The convenience and usefulness of the school might be increased by utilizing the vacant rooms at the Academy for art and manual training classes.

Respectfully submitted,

A. McKAY,

*Secretary.*

Halifax, 1st January, 1891.

## THE VICTORIA SCHOOL OF ART AND DESIGN.

REPORT FOR THE SESSION OF 1889-90.

*To the Directors :*

LADIES AND GENTLEMEN,—

In tendering my report for this, the third session, I must first allude to your resolution to reduce the staff to its original number, and dispense with the assistance of the master engaged to take charge of the extra morning, afternoon and evening classes. It is due to the late assistant master to mention that it was from economic reasons alone you came to this decision. The alteration in the teaching staff necessarily caused a reduction in the number of classes held and the subjects taught, which will sufficiently explain the slight falling-off in the number of students attending during the past session. There was only an average attendance of from five to six at the morning, and about eighteen attended the regular afternoon classes. An extra class for teachers had an entry of seven, and the extra class for pupils of the Deaf and Dumb Institution usually brought twelve to thirteen under their own teacher, the work being supervised by myself. From fifteen to eighteen children attended the Saturday morning classes instructed by Miss Cornelius.

The evening mechanical drawing classes under Mr. Larkin met three nights a week. They were, as usual, well attended, and the work of these classes was much praised by competent critics. One manufacturer, Mr. Rufus A. Bayer, of the firm of Macdonald & Co., founders and machinists, was so satisfied with the quality of the work exhibited that he has for the present session offered the sum of \$50 to be presented to the two pupils producing the best sets of drawings. This is a well-deserved compliment to both the teacher and the pupils of this class.

The architectural class met under Mr. Hopson until he accepted an appointment in the States; then Mr. Jost kindly instructed the class for the two remaining terms. The attendance averaged from eleven to twelve.

My own evening classes in freehand and model drawing, modelling and painting were attended by from twenty to twenty-two pupils. About two-thirds of the evening pupils were admitted free.

By the present arrangement it is necessary, in some of the classes, to have both junior and senior pupils at the same lesson. This in itself is very unsatisfactory, but the difficulty is greatly increased by the number of subjects the teacher is required to deal with at one and the same time. It is now impossible to give systematic and progressive courses of study, and as class instruction cannot be given, the teaching has to be individual. Our class rooms are unsuitable; they are much too small, and for that reason such material as we have is of no use half the time. Both before and after most lessons it is often, to save confusion and the consequent waste of the lesson hours, necessary for the teacher to give his own time to arranging the class-rooms. There is undoubtedly a growing desire on the part of the students now attending to study seriously; it is therefore a great pity they cannot receive requisite instruction.

The free scholarships offered to the Halifax County Academy, St. Patrick's High School and the Provincial Academies were competed for by pupils from the first two. By your permission I was allowed to add two free evening students to the free scholarship list. One of these boys could not attend regularly, but the other, John Thomas, availed himself most fully of the advantages offered. I regret to say that this most bright, intelligent and promising boy died from an attack of diphtheria.

Appended is a tabulated statement of the number attending each term of the past session.

I am, Ladies and Gentlemen,

Yours faithfully,

GEORGE HARVEY, A. R. C. A.

Halifax, 1890.

## CLASS ATTENDANCE, 1889-90,

	1st Term.	2nd Term.	3rd Term.
Morning Class .....	6	5	6
Afternoon Class .....	17	18	19
Teachers' Class (extra) .....	—	7	7
Deaf and Dumb Institution Pupils .....	11	11	11
Evening Classes .....	20	22	22
Children's Class, under Miss Cornelius....	18	15	15
Mechanical Drawing, Mr. Larkin .....	21	18	18
Architectural Drawing, Mr. Hopson or Mr. Jost .....	13	12	11
Total .....	<u>106</u>	<u>108</u>	<u>109</u>



SEPTEMBER, 1890.

THE TREASURER IN ACCOUNT WITH VICTORIA SCHOOL OF ART AND  
DESIGN.*Endowment Fund.*

Amount at close of 1889 .....	\$15,482 75
Balance from "World's Fair" .....	174 60
	<hr/>
	\$15,657 35

*Current Account—Receipts.*

School fees, &c. ....	\$ 498 19
Local Government grant .....	800 00
Interest .....	539 44
Membership fees (\$423 by Mrs. Lawson) ..	458 00
	<hr/>
	\$ 2,295 63
	<hr/>
	\$17,952 98

*Disbursements.*

Salaries .....	\$ 1,990 02
Rent .....	225 00
Fuel and gas .....	74 00
Printing and advertising .....	8 00
School supplies .....	89 30
Caretaker and cleaning .....	96 00
Sundries .....	8 05
	<hr/>
	\$ 2,490 37
Balance, 1889 .....	3,188 34
	<hr/>
	\$ 5,678 71

Town of Kentville bonds .....	\$5,100 00
City of Halifax consols .....	4,950 00
Deposit receipt Bank Nova Scotia ..	2,000 00
Open account " " " .....	217 20
Cash on hand .....	7 07
	<hr/>
	\$12,274 27
	<hr/>
	<u>\$17,952 98</u>

J. M. SMITH,

*Treasurer.*







ANNUAL REPORT

OF THE

SUPERINTENDENT OF EDUCATION

OF THE

PUBLIC SCHOOLS OF NOVA SCOTIA,

Presented to the Legislature

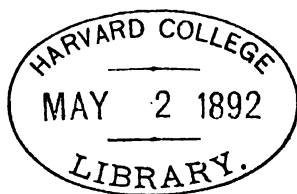
1891.



HALIFAX: S. G.

GOVERNMENT OF PUBLIC WORKS AND MINES,  
GOVERNMENT PRINTER.

1891.



*By mail*



EDUCATION OFFICE,

HALIFAX, March, 1892.

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended October 31, 1891.

I am, with respect,

Your obedient servant,

A. H. MACKAY,  
*Superintendent of Education.*

To the HON. W. S. FIELDING, M. P. P.,  
*Provincial Secretary.*



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PART I.

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GENERAL REPORT 1891.

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ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA,

1890-91.

---

TO HIS HONOR, MALACHY BOWES DALY, Esq.,

*Lieutenant-Governor of the Province of Nova Scotia :*

MAY IT PLEASE YOUR HONOR,—

It becomes my duty to submit the following Report on the Public Schools of the Province, for the year ended October 31st, 1891.

## STATISTICAL ABSTRACT.

### 1.—SCHOOL SECTIONS.

Total number in Province.....	1908
"                    "          1890.....	1896
Increase .....	12
No. of Sections without Schools.....	Winter.      Summer.      Year.
"                    "          1890 ..	293            175            87
"                    "          1890 ..	287            149            66
Increase .....	6      Increase, 26      Increase, 21

### 2.—No. OF SCHOOLS, PUPILS, TEACHERS, &C.

Total No. Schools in operation .....	Winter.      Summer.
"                    "          1890.....	2120          2236
Increase .....	2109          2243
Increase .....	11      Decrease,      7
Total No. Registered Pupils .....	81304          85792
"                    "          1890.....	82794          88170
Decrease .....	1490      Decrease,      2378
Total No. of Different Pupils during Year.....	101724
"                    "          "          "          1890 .....	103597
Decrease .....	1873
Total No. of Teachers and Licensed Assistants employed .....	2158          2300
"                    "          "          "          1890 ..	2142          2287
Increase .....	16      Increase,      13

### 3.—PROPORTION OF POPULATION AT SCHOOL, &C.

Proportion of Population at School.....	Winter.      Summer.
"                    "          "          "          1890 ..	1 in 5.4          1 in 5.1
Decrease .....	1 in 5.3          1 in 4.9
Decrease .....	1 in 295      Decrease,      1 in 185
Proportion of Population at School during year.....	1 in 4.3
"                    "          "          "          "          1890.....	1 in 4.2
Decrease .....	1 in 235

	Winter Term.	Summer Term.
No. of Pupils daily present on an average for time in session.....	47874.7	50819.6
" " " " 1890.....	48324.1	50915.1
Decrease .....	449.4	Decrease, 95.5
No. of Pupils daily present on full term average .....	46215.7	48391.1
" " " " 1890.....	46514.9	48129.
Decrease.....	299.2	Increase, 262.1
Percentage of Pupils daily present on average for time Schools were in session.....	58.8	59.2
" " " " 1890.....	58.3	57.7
Increase .....	.5	Increase, 1.5
Percentage of Pupils daily present on an average for full term.....	56.8	56.4
" " " " 1890.....	56.2	54.5
Increase .....	.6	Increase, 1.9
Grand total day's attendance.....	5271436	5104241
" " " 1890.....	5343943	5218297
Decrease .....	72507	Decrease, 114056

## 4.—CLASSIFICATION OF TEACHERS.

	Winter Term.	Summer Term.
Academic Class (Grade A) .....	44	44
" " " 1890 .....	44	44
First Class (Grade B) Male Teachers ..	170	161
" " " " 1890.....	172	163
Decrease .....	2	Decrease, 2
First Class (Grade B) Female Teachers ..	154	144
" " " " 1890.....	134	134
Increase .....	20	Increase, 10
Second Class (Grade C) Male Teachers.	203	199
" " " " 1890.....	220	188
Decrease .....	17	Increase, 11

	Winter Term.	Summer Term.
Second Class (Grade C) Female Teachers	816	870
" " " " 1890	813	879
Increase .....	3	Decrease, 9
Third Class (Grade D) Male Teachers	155	157
" " " " 1890	147	163
Increase .....	8	Decrease, 6
Third Class (Grade D) Female Teachers	596	703
" " " " 1890	586	692
Increase .....	10	Increase, 11
Total No. Male Teachers	572	561
" " 1890	583	558
Decrease .....	11	Increase, 3
Total No. Female Teachers	1568	1719
" " " 1890	1535	1707
Increase .....	33	Increase, 12

## 5.—PERIOD OF SERVICE OF TEACHERS.

	Winter Term.	Summer Term
No. of Teachers engaged in same sections	1094	1326
" " " " 1890	1116	1384
Decrease .....	22	Decrease, 62
No. of Teachers removed to another section	775	751
" " " " 1890	745	724
Increase .....	30	Increase, 27
No. of new Teachers	271	203
" " 1890	257	157
Increase .....	14	Increase, 46

## 6.—SUMMARY OF GOVERNMENT EXPENDITURE ON PUBLIC SCHOOLS.

	Winter Term.	Summer Term.
Common Schools	\$82,000 00	\$85,487 58
" " 1890	82,000 00	85,500 00
Decrease .....		12 42

County Academies .....	\$14123 33
" " 1890 .....	13640 00
Increase .....	483 33
Government Expenditure assignable to Counties .....	\$181610 91
" " " " " " 1890 .....	181140 00
Increase .....	470 91
Inspection of Schools .....	\$12800 00
" " 1890 .....	12677 66
Increase .....	122 34
Examination of Teachers .....	\$861 84
" " " 1890 .....	838 53
Increase .....	23 31
Travelling Expenses Normal School Pupils .....	\$701 10
" " " " " 1890 .....	767 65
Decrease .....	66 55
Salaries .....	\$3000 00
" 1890 .....	3000 00
Travelling Expenses Superintendent .....	\$400 00
" " " " 1890 .....	400 00
Office Expenses .....	\$1528 27
" " 1890 .....	1626 73
Decrease .....	98 46
Government Expenditure not assignable to Counties .....	\$19291 21
" " " " " " 1890 .....	19310 57
Decrease .....	19 36
Total Government Expenditure in aid of Public Schools .....	\$200902 12
" " " " " " 1890 .....	200450 57
Increase .....	451 55
Institution for the Deaf and Dumb and Halifax School for the Blind .....	\$3007 50
" " " " " " 1890 .....	4425 00
Decrease .....	1417 50

Normal and Model Schools.....	\$6950 00
"        "        1890.....	7343 00
Decrease .....	393 00
School of Agriculture.....	\$1682 84
"        "        1890.....	1215 00
Increase .....	467 84
Government Night Schools.....	\$1362 55
"        "        1890.....	0000 00
Increase .....	1362 55
Total Government Expenditure for Education.....	\$213905 01
"        "        "        "        1890.....	213433 57
Increase .....	471 44

## 7.—TOTAL EXPENDITURE FOR PUBLIC EDUCATION.

Gov't Expend. for Public Schools.....	\$200902 12
"        "        Inst. for Deaf and Dumb and	
Halifax School for the Blind	3007 50
"        "        Normal and Model Schools..	6950 00
"        "        School of Agriculture.....	1682 84
"        "        Gov't Night Schools.....	1362 55
	<u>\$213905 01</u>
Local Expenditure—County Fund.....	\$118301 34
Assessment on Sections for support of Schools	341655 75
"        "        Buildings and Repairs	51421 93
	<u>511379 02</u>
Total Expenditure for Public Education .....	725284 03
"        "        "        "        1890 ...	709312 17
Increase .....	<u>\$ 15971 86</u>



## SCHOOL STATISTICS.

These will be found in detail in Tables I-VI, but for convenient reference a summary and comparative view of those of chief importance have been presented in the foregoing abstract.

*Sections without Schools.*—Only eighty-seven sections, embracing a few new ones in which school organization had not been fully perfected at the end of the year, are reported as having had no schools in operation during either of the terms. The gratifying result is largely due to the persevering efforts of the Inspectors to extend the benefits of our school system to the remote and thinly populated parts of their respective districts. The sections without schools are thus distributed among the various counties :—

Annapolis .....	4
Antigonish .....	0
Cape Breton .....	9
Colchester .....	4
Cumberland .....	10
Digby .....	4
Guysboro .....	4
Halifax .....	8
Hants .....	3
Inverness .....	6
Kings .....	1
Lunenburg .....	3
Pictou .....	11
Queens .....	2
Richmond .....	7
Shelburne .....	3
Victoria .....	6
Yarmouth .....	2

*Number of Schools and Teachers.*—In the winter term 2158 teachers were employed and 2120 schools were in operation, increases over the preceding year of 11 and 16 respectively. In the summer term there were 2236 schools, employing 2300 teachers, a decrease of 7 schools and an increase of 13 teachers as compared with the corresponding term of 1889-90.

*Attendance.*—The following is a statement of the registered attendance of pupils from 1866 to 1891 inclusive :—

YEARS.	No. of Pupils registered in Winter.	No. of Pupils registered in Summer.	No. different Pupils registered during the year.
1866 .....	45131	56017	71059
1867 .....	61818	70075	83048
1868 .....	65983	72141	88707
1869 .....	72756	75523	93732
1870 .....	74321	76237	94496
1871 .....	74759	77235	92858
1872 .....	70780	76496	91637
1873 .....	70320	78266	93759
1874 .....	72645	79910	93510
1875 .....	76349	81878	94029
1876 .....	77593	82034	94162
1877 .....	80788	83941	100710
1878 .....	81523	84169	101538
1879 .....	81640	84356	99094
1880 .....	73978	78808	93700
1881 .....	77468	80189	98148
1882 .....	76888	81196	95912
1883 .....	79091	81863	98307
1884 .....	80041	84266	101069
1885 .....	81472	86578	103288
1886 .....	84570	86858	105410
1887 .....	84217	86731	105137
1888 .....	82486	86582	105231
1889 .....	82371	86488	103688
1890 .....	82794	88170	103597
1891 .....	81304	85792	101724

The following is a statement of the registration of the past two years by counties :—

	1890.	1891.
Annapolis .....	4664	4729
Antigonish .....	3829	3756
Cape Breton .....	7332	7147
Colchester .....	6457	6514
Cumberland .....	8219	8310
Digby .....	4688	4748
Guyssboro .....	4025	3854
Halifax Co .....	6817	6754
" City .....	7290	7299
Hants .....	5558	5477
Inverness .....	6462	6371
Kings .....	5539	5346
Lunenburg .....	7478	7164
Pictou .....	7830	7425
Queens .....	2484	2265
Richmond .....	3035	2872
Shelburne .....	3821	3618
Victoria .....	2830	2918
Yarmouth .....	5239	5157

The Provincial average of attendance (1 in 4.3) was exceeded in the following Counties:—Cumberland, 1 in 3.3; Lunenburg, 1 in 3.8; Colchester, Shelburne and Yarmouth, 1 in 4.1; Digby, Hants, Inverness and Victoria, 1 in 4.2; Annapolis, Cape Breton, Kings and Queens make the Provincial average, 1 in 4.3. The following fall below the general average:—Guysboro, 1 in 4.6; Halifax Co. and Pictou, 1 in 4.7; Antigonish, 1 in 4.8; Halifax City, 1 in 5; Richmond, 1 in 5.2.

*Regularity of Attendance.*—The following table shows the percentage of registered pupils daily present on an average during the period the several schools were open for the respective terms of the past ten years:

	Winter.	Summer.
1882.....	55.2	55.4
1883.....	56.9	56.5
1884.....	57.8	57.2
1885.....	57.6	58.
1886.....	59.7	59.5
1887.....	57.9	59.2
1888.....	57.6	57.6
1889.....	60.4	58.1
1890.....	58.3	57.7
1891.....	58.8	59.2

When reduced to the basis of the full number of teaching days in the respective terms, the percentages stand as follows:

	Winter Term.	Summer Term.
1882.....	52.	51.7
1883.....	53.7	52.7
1884.....	54.8	53.6
1885.....	54.7	54.8
1886.....	57.1	57.1
1887.....	56.7	56.8
1888.....	55.3	55.4
1889.....	57.9	55.9
1890.....	56.2	54.5
1891.....	56.8	54.5

These percentages measure both the regularity of attendance and the length of time during which the schools were in operation.

## PERIOD OF SERVICE, SEX, AND SALARIES OF TEACHERS.

During the winter term 1094 teachers continued to teach in the same sections in which they taught the preceding term; 775 removed to other sections, 271 engaged in teaching for the first time. During the summer term the corresponding figures were 1326, 751 and 203.

Of the 205 male teachers of the academic and first classes (grades A and B) in charge of schools during the summer term, 90 have been in service for upwards of *seven* years; 22 for upwards of *five* years, and 27 for upwards of *three* years. Altogether, of the 205 male teachers of the higher grades (A and B) 139 have been in service for upwards of *three* years.

Of the 1,016 female teachers of the first and second classes (grades B and C) employed during the summer term, 258 have been in service upwards of *seven* years; 149 for upwards of *five* years, and 225 for upwards of *three* years. Altogether, of the 1,016 teachers of these grades, 632 have been in service for more than *three* years.

In regard to sex, the teachers in the public schools (an average between the two terms being taken) are classed as follows:—Male, 566; Female, 1,643. As compared with the preceding year, the number of male teachers has decreased by 5, and that of female teachers increased by 22.

The average salary throughout the Province for male teachers of the first class was \$448.59, as compared with \$439.96 in 1889--90. The highest averages paid such teachers were in Halifax City, \$980; Colchester 599.08; Yarmouth \$580.08. The average of salaries was above the general average in the following other counties:—Pictou \$520.92; Halifax Co. \$514.08; Guysboro \$464. 58; Cumberland, \$462.88.

The Provincial average for female teachers of the first class was \$286.03, as compared with \$299.02 of previous year. The three highest averages were in Halifax City, \$460; Victoria \$332.08; Yarmouth \$317.08. The general average was exceeded in Kings \$313.08; Halifax Co. \$298.08; Cape Breton \$295.41; Pictou, \$293.32.

The general average for male teachers of the second class was \$260.57, as compared with \$249.33 in 1890. The three highest averages were;—Shelburne, \$344.92; Yarmouth, \$327.77; Hants, \$326.91.

The Provincial average for female teachers of the second class was \$223.06; as compared with \$221.05 in 1890. The three highest averages were;—Halifax City, \$378.00; Yarmouth, \$262.26; Halifax Co. \$237.06.

The Provincial average for male teachers of the third class was \$185.93 as compared with \$182.21 in 1890. The three highest averages were ;—Cumberland, \$256.04 ; Digby, \$841.04 ; Yarmouth, \$239.37.

The Provincial average for female teachers of the third class was \$163.56 ; as compared with \$157.93 in 1890. The three highest averages were ;—Halifax City, \$300 ; Inverness \$188.04 ; Yarmouth, \$168.91.

### EXAMINATION FOR TEACHERS' LICENSES.

Table X contains in detail the statistics of the last annual examination for teachers' licenses. The following is a summary :—

In 1891, the total number of candidates examined, 1334 ; in 1890, 1244 ; increase, 90.

Number of candidates examined for Academic License, in 1891, 11 ; in 1890, 14 ; decrease, 3.

Number examined for First Class License (Grade B.), 1891, 165 ; in 1890, 163 ; increase, 2. Licenses issued in 1891, 46 ; in 1890, 88 ; decrease, 42. Divided between the sexes the results stand as follows : Total number of male candidates, 1891, 87 ; in 1890, 94 ; decrease, 7. Number of licenses issued to male candidates, 1891, 20 ; 1890, 49 ; decrease, 29. Total number of female candidates, 1891, 78 ; 1890, 69 ; increase 9. Number of licenses issued to female candidates, 1891, 26 ; 1890, 39 ; decrease, 13.

Total number of candidates examined for Second Class (Grade C.) 1891, 703 ; in 1890, 650 ; increase, 53. Total number of licenses issued to Second Class candidates, 1891, 225 ; in 1890, 207 ; increase, 18. Sub-divided in relation to sex these items stand : Number of male candidates 1891, 175 ; 1890, 173 ; increase, 2. Number of licenses issued to male candidates 1891, 70 ; 1890, 58 ; increase, 12. Total number of female candidates 1891, 528 ; 1890, 477 ; increase 51. No. of licenses issued to female candidates 1891, 155 ; 1890, 149 ; increase, 6.

Total number of candidates for Third Class (Grade D) licenses ; 1891, 455 ; 1890, 418 ; increase 37. Total number of licenses issued to Third Class candidates, 1891, 103 ; 1890, 149 ; decrease, 46. Analyzed in relation to sex, these items stand ; number of male candidates, 1891, 102 ; 1890, 81 ; increase, 21. Number of licenses issued to male candidates, 1891, 23 ; 1890, 30 ; decrease 7. Total number of female candidates, 1891, 353 ; 1890, 337 ; increase 16. Number of licenses issued to female candidates, 1891, 80 ; 1890, 119 ; decrease, 39.

Of the whole number of applicants for licenses, 379 received the class applied for, in comparison with 425 in 1890, a decrease of 40.

698 received licenses of some grade as compared with 718 in 1890, a decrease of 20, while 636 failed to obtain licenses of any kind, in comparison with 526 in 1890. Of the candidates obtaining license, 136 simply maintained the grade previously held, a comparative increase of 30, while 20 sank to a lower class. The number of candidates holding license prior to the examination and succeeding in obtaining an advance of grade was 150, as compared with 172 in 1890, a decrease of 22. The number obtaining for the first time licenses of some class was 392, as compared with 432, a decrease of 40.

The examinations are uniform for each class of license respectively, and are conducted by printed questions and written answers. The written papers are valued (in parts of 100) by the Provincial Examiners, who have no means of knowing either the personality or the residence of the candidate. Licenses valid throughout the Province are issued under the seal of the Council of Public Instruction to all successful candidates. For the due protection of the interests both of the Province and of candidates, awards are in all cases made in strict accordance with the published Standards of Examination. All possible pains are taken that the questions of a given year, while avoiding repetition, shall not differ too sharply in point of difficulty from those of the preceding examination, proper allowance of course being made for the general progress of education in the country. The following table showing the *percentages* of successful applicants in each of the three lower classes during the past eleven years, will be of interest. It may be observed that, as a rule, whenever the number of applicants for any grade has been exceptionally large, the percentage for that year shows a more or less marked decline.

	FIRST CLASS, Grade B.		SECOND CLASS, Grade C.		THIRD CLASS, Grade D.	
Percentage of applicants who received the License applied for.						
	Male.	Female.	Male.	Female.	Male.	Female.
1881.....	41	57	44	45	41	39
1882.....	49	45	38	36	25	40
1883.....	45	59	36	35	29	45
1884.....	49	53	32	41	36	50
1885.....	43	58	43	41	34	35
1886.....	45	41	40	40	30	23
1887.....	33	26	40	33	27	21
1888.....	55	51	34	33	31	34
1889.....	23	28	27	26	32	34
1890.....	52	56	33	31	37	35
1891.....	23	33	40	29	22	22



## STUDIES OF PUPILS.

Table VI. contains a statement of the number of pupils receiving instruction in the various branches, according to the provisions of the Course of Study for Common Schools and that for High Schools respectively. The following summary is given to promote convenience, but the details as furnished in the table will repay investigation.

## COMMON SCHOOL COURSE—(Eight Grades.)

	Winter Term.	Summer Term.
Total Registration.....	81304	85792
Oral Lessons on Health .....	45883	46708
"    "    Temperance .....	40078	41556
"    "    Moral and Patriotic Duties:	42737	44592
"    "    Nature (familiar objects, phenomena and laws).	51207	55873
Singing (theory) .....	14446	15061
"    (by rote).....	23949	30089
Reading,    Grades I-VIII.....	77273	82087
Spelling,    "    II-VIII .....	64801	63180
Language,    "    I-VI .....	53119	55821
Grammar,    "    VII and VIII .....	17300	14395
Composition, "    "    " .....	11429	9448
Geography,    "    III-VIII.....	46117	43954
History,    "    V-VIII.....	27661	25156
Arithmetic,    "    I-VIII.....	73693	77680
Algebra,    Grade VIII.....	4949	4447
Geometry    "    " .....	3114	2527
Writing,    Grades I-VIII.....	72547	76453
Drawing,    "    I-VIII.....	38526	43261
Book-keeping, Grade VIII .....	4236	2620
Latin,    "    " .....	194	184

## HIGH SCHOOL COURSE.—(3 Years.)

*(Attendance in the County Academies is included.)*

	Winter Term.	Summer Term.
English Language.....	2677	2398
English Literature .....	711	470
Geography .....	3162	2895
History .....	3204	2845
Arithmetic .....	3206	2795
Geometry ..	3041	2888
Algebra .....	3022	2888
Practical Mathematics .....	369	339
Drawing .....	982	835
Book-keeping.....	2091	1923
Physics .....	913	479
Botany .....	613	1534
Chemistry (Inorganic) .....	592	534
Chemistry (Agricultural).....	174	243
Physiology ..	284	321
Geology .....	21	83
Latin.....	1387	1342
Greek .....	235	255
French .....	556	617
German.....	55	55

## EXPENDITURE :—(See Tables XIII., XIV., XV.)

The total Government expenditure for Education was \$213,905.01, as compared with \$213,433.57, an increase of \$471.44. The principal item of expenditure, the total of grants to teachers, is now fixed by law. The increase represents small individual increases in expenditures for Inspection, County Academies, and School of Agriculture, as reduced by diminished expenditures for Special Institutions and one or two other services.

The following are the aggregates of teachers' grants for the past thirteen years :—

1878.....	\$150,455 97
1879.....	151,655 38
1880.....	143,493 92
1881.....	148,173 50
1882.....	149,058 22
1883.....	149,761 50
1884.....	153,694 00
1885.....	160,513 55
1886.....	167,184 97
1887.....	172,067 28
1888.....	167,504 81
1889.....	167,500 00
1890.....	167,500 00
1891.....	167,487 58

A detailed statement of the distribution of the grants for the winter term of 1890-91 was published, as the law directs, in the *Journal of Education* for October last. A similar statement for the summer term is awaiting publication in the forthcoming issue of that periodical in April.

#### COUNTY.

The provisions of the law for the levying and apportionment of the County Fund are as follows :

"The Clerk of the Municipality in each county, except as herein-after provided in relation to the City of Halifax, shall add to the sum annually voted for general municipal purposes, at the regular meeting of the Council, a sum sufficient, after deducting costs of collecting and probable loss, to yield an amount equal to thirty cents for every inhabitant of the Municipality, according to the last census preceding the issue of the municipal rate-roll ; and the sum so added shall form and be a portion of the municipal rates. One-half the sum thus raised shall be paid semi-annually by the Municipal Treasurer upon the order of the Superintendent of Education.

"One-half of the amount provided to be raised annually, as aforesaid, shall, at the close of each half year, be apportioned to the Trustees of Schools conducted in accordance with this chapter, to be applied to the payment of teachers' salaries ; and each school shall be entitled to participate therein at the rate of twelve and a half dollars per term for each licensed teacher employed, and the balance of the municipal fund shall be distributed among the schools according to the average number of pupils in attendance and the length of time in operation, but shall receive no allowance for being in session more than the prescribed number of days in any one half year."

The gross annual amount of the County Fund for the entire Province is now \$118,301.34. Under the above provisions, as modified by the Acts in relation to the education of the Blind and of the Deaf and Dumb, the County Fund for 1890-91 was appropriated as follows :

Paid to trustees in proportion to the average number of pupils and length of time schools were in operation.	\$64,414 70
Paid to trustees in respect to teachers employed.....	50,151 64
Paid to Halifax School for the Blind.....	1,125 00
Paid Institution for the Deaf and Dumb .....	2,610 00

#### SECTIONAL.

The total sectional assessments for the direct support of schools, as reported, amount to \$341,655.75, an increase of \$15,586.25. The sum levied throughout the Province for building and repair of school houses was \$51,421.83, a decrease of \$37.57.

As my appointment was not made until after the close of the year, it is appropriate that I should leave the classified statistics and the reports appended to speak for themselves. Instead of giving my own statement of the reasons which should direct the lines in which our system should develop, I shall quote from the reports of my predecessor, to show what the drift of the most undoubted authority has uniformly been during the last few years, especially with reference to the character and importance of the professional training of the Public School Teachers and cognate matters.

(FROM REPORT 1887, XIII-XIV.)

"It is sometimes urged as a reason for acquiescing in existing arrangements, that this crude experimentation is generally confined to the smaller rural schools. If the statement were true, it would be but a poor ground of justification. The Province having undertaken to decide who alone shall be permitted to teach in its Public Schools, the humblest community in the land has a right to insist on the proved competency of those whom it is shut up to employ. But as a matter of fact there is no such limitation of the evil. It is liable to be felt wherever and whenever a young person feels moved to exercise his legal right of "teaching school" without a practical knowledge of his art.

The improvement of our school work depends primarily on improvement of qualification in the teachers. The educational system of the Province absorbs a large part of the public revenue, besides imposing a tax on the property of each individual citizen. It would therefore seem a wise economy to make it as effective as possible for the accomplishment of its professed objects. The point at which to test its real working power is the one under consideration. The teacher, not as a *scholar*, but as an *instructor*, is the index of the efficiency of all educational systems. I would be the last to disturb a generally satisfactory state of affairs by rash and revolutionary proposals. But I do direct public attention to the importance of making our Provincial licenses, with a due regard to all vested interests, as reliable guarantees of teaching ability as they now are of scholarly attainments. My conviction on this point I believe to be shared by the leading educators of the Province, especially by those who have perceived how much educational demoralization an utterly untrained and inexperienced teacher can produce in a short time.

In harmony with the practice of all civilized nations, our Province for a third of a century has maintained in efficient operation an institution designed expressly to qualify teachers for their profession. Some wonder has been expressed that larger numbers have not taken advantage of its facilities. To myself, surprise on precisely opposite grounds would seem to be more reasonable, in view of the facts that our standards of license are almost entirely scholastic, and that Normal School graduates have no preferential discriminations of any kind accorded them. Be this as it may, the Province has affirmed its sense

of the value of such an institution ; and the general basis of my suggestions is that the professional preparation, which, within reasonable periods and on reasonable conditions, it is capable of imparting, when rightly adjusted to other educational appliances and to the needs of the country, ought to be made *an imperative standard* for all who wish to enter the teaching service. This does not imply necessary connection with the Normal School classes—it simply proposes the fixing of definite professional standards,—though it would, beyond doubt, lead to a much larger attendance than heretofore of teachers *in prospectu*. If it be suggested that a simple edict of compulsory attendance at the Normal School would be more logical than the plan submitted, it is perhaps well to remember that important practical ends are often best gained by other methods than those recommended by severe logic. The end sought in this case is the general elevation of professional standards, and when the Province has done its duty in providing the requisite facilities for its attainment, none who choose to employ other means for the same purpose have any just grounds of complaint.

Omitting details, the working out of which would of course require much care, I would propose :—

1. The elimination from the Provincial Syllabus of all professional features, giving to the resulting certificate, according to grade, the character simply of a testimonial of *scholarship*, which shall be held to be the only required non-professional basis of license and the sole credential of admission to the Normal School, where, except as needed for illustrative purposes, the work of general instruction shall no longer be carried on.

2. That the necessary *professional* complement of this general certificate shall be either :—

- (1.) Classification at our own or some other approved Normal School doing equivalent work ; or,

- (2.) The successful passing of a professional examination under definite Provincial regulations, which shall in general embrace the requirements implied in (1) and which shall be conducted in some central place providing the necessary conditions, partly of course in writing, but largely by exhibitions of practical work, with oral questioning on points arising in connection therewith.

3. That the general Provincial Examination should be made self-sustaining, while the expenses of the special one for licenses should be borne by the Province, and should include reasonable travelling allowances for the candidates.

4. That as Third Class teachers are a “vanishing quantity” in our system, they might be excepted from these arrangements, some local method of granting them professional certificates being provided.

Among the advantages I would anticipate from these modifications, I may mention, in addition, of course, to the increased efficiency of the teaching staff of the Province, with the corresponding gain to the schools :—

1. A most desirable differentiation of Academic and professional instruction. The Normal School, relieved of the burden of ordinary class-room work, would concentrate its energies on professional studies and practice, with attention to certain intermediate subjects, such as music, drawing, science in its relations to oral elementary teaching, etc. The High Schools, Academies, and superior schools generally, would experience a similar relief, and in like manner be set free to carry on their proper functions as instruments of secondary education. At present, while almost every school in the land has its class of candidates "studying for license," no teacher is under the slightest obligation to give instruction in the required professional subjects. These have not, and should not have, any place in the established Courses of Study. So far as instruction is given in them, they are taught in an irregular sort of a way, generally "out of hours." Under the proposed arrangement, this vexatious addition to regular work would come to an end. The non-professional syllabus for teachers would be identical with the advanced portions of the prescribed Course of Study.

2. Such an equalization of supply and demand in the matter of available teachers as would make the profession of teaching at once more remunerative and more honorable. Some persons having purely temporary purposes to serve by becoming teachers might experience inconvenience; those who propose permanent identification with the profession would gain much in every way. But enlargement on this point is not necessary. In any case the interests of society must override those of individuals."

(FROM REPORT 1888, XIII-XIV.)

In my last Report I suggested the desirability of importing into our standards of license more distinctively professional features than they now contain, and in the same connection submitted in outline a scheme for the reconstruction of our examination system, which has remained practically unchanged for upwards of twenty years. The general purpose and plan of this reconstruction have met with a very considerable degree of approval. Still, as the changes proposed are important and somewhat far-reaching in their consequences, I am not so anxious to press them forward for immediate adoption, as to prepare the way for their successful introduction when matters of detail have been carefully worked out, and a still stronger public opinion credited in their favor.

Scholarship, though of prime importance, is not in itself a sufficient preparation for the highly complex work of training youth. Our existing tests should be taken to prove, not that a successful candidate is qualified to assume charge of a school, but simply that he has intel-



lectual acquirements and culture qualifying him for entrance on a special course of preparation for that duty. Scholarship, in short, is but one of a number of essential qualifications. A too common experience proves that even a high degree of it may co-exist with fatal incapacity to realize in practice the most commonplace ideal of a successful school.

I respectfully re-submit for consideration the substance of the recommendations contained in my last Report :

1. The awards of the Annual Provincial Examination shall be simply certificates, according to class, of sufficient general scholarship, but shall in themselves confer no authority to teach.

2. This authority must be acquired by adding to a general scholarship certificate, graduation at our own or other approved normal school, or a diploma certifying due professional competency, obtained at a properly searching and comprehensive examination in the theory and practice of teaching.

I am convinced that every sphere of educational activity would be benefited by the differentiation thus proposed. The various classes of schools, Normal, Academic and Common, freed from hurtful competition, would each have its proper work to do in training teachers for our youth. A powerful check would be given to the excessive and injurious influx into the teaching body of half-grown boys and girls, many of whom now enter, with ignorant indifference, a profession for whose duties they have made no proper preparation. As to the beneficial bearing of the proposed changes on the dignity, permanency, and emoluments of the teacher's own position, there can be no doubt whatever.

It is natural that inquiry should be directed to the ability of the Normal School to meet the increased burdens likely to be laid upon it by the proposed re-adjustments. Considering this question, we should bear in mind that in any given year, the number of persons seeking professional preparation would fall very much short of the number who at its commencement had obtained non-professional certificates, which no doubt would be sought by many as valuable testimonials of scholarship, without any intention of putting them to an ulterior use. While it would not be in the interests of education that very extensive advantage should be taken of the alternative professional examination, that provision would meet the convenience of some, especially of teachers applying for advance of grade, and would so far lessen the strain on the Normal School facilities. Further I am of opinion that some separate or special arrangement should be made for the professional training of teachers of the third class, so long as the retention of that class may be deemed necessary. In Ontario, where first and second class diplomas can only be obtained by classification at one of the two Provincial Normal Schools, the training of third class teachers is effected by an arrangement with the managers of High Schools, one or more of which in each county are

organized for professional purposes for an annual term of ten or twelve weeks as "County Model Schools." Classification at one of these Model Schools is the necessary condition of obtaining third class licenses. Though there are some difficulties in the way, I am of opinion that a similar use of our County Academies, or a certain number of them, would not be found impracticable. And on the whole subject, I conclude, that the Normal School, relieved of the large amount of ordinary class instruction now forced upon it, would meet all the demands likely to accrue under the suggested re-arrangement, and at the same time operate more directly and much more powerfully for the general advantage of education."

(FROM REPORT 1889, XIII-XIV.)

The studies of pupils in the Public Schools are regulated by Courses or Programmes duly prescribed by the Council of Public Instruction under authority of law. The existing Course of Study for Common Schools has been in operation for some eight or nine years, that for High Schools for about half that period. In their respective spheres of application, each has undoubtedly wrought a great improvement on the previously existing state of things. The impression prevails, however, that in the light of experience they are now susceptible of advantageous modifications. At the late meeting of the Provincial Educational Association, a Committee representing all parts of the Province and all departments of the Educational Service was appointed to recast these Courses for the consideration of the Council of Public Instruction, with a special view of bringing them in better adjustment with one another and with the prescribed syllabus for teachers' examinations.

(FROM REPORT 1889, XIX-XX.)

The Report of the Principal of the Normal School (Appendix A) supplies succinct details of the work of that Institution during the year. Through the liberality of the Government the equipment of the Normal School is now very complete. The relation of the Institution to the general educational work and system of the Province cannot, however, be regarded as equally satisfactory. Within the lines marked out for them, the various instructors have discharged their duties with skill and exemplary fidelity, but the Principal's Report points out the practical difficulties encountered under present arrangements in realizing the ideal of a true professional school. Still this is not the most serious aspect of the case. If the needs of the Province could thus be supplied with properly trained teachers, there is not much to be said against the combination of general and special instruction as at present practised, and undoubtedly the benefits received by those who do take advantage of the training now offered are very positive and very great. What ought to excite attention and loudly calls for practical action is the fact that with such facilities for training teachers for their specific duties at command, we are to a large extent placing the instruction of our youth in charge of those who have no proof of competency but a certificate of general scholarship. As to the

need of some better guarantee of fitness, public sentiment is, I believe, rapidly ripening into positive conviction. I am pleased to be able to state that the Provincial Educational Association has undertaken the special investigation of the important subject of better differentiating general and professional training, and giving to the latter its due place and weight in our educational economy.

(FROM REPORT, 1890, XXII-XXIII.)

At the previous meeting of the Association provision was made for the appointment of a large and representative committee to suggest necessary or desirable revisions in the prescribed Courses of Study, and particularly to consider and report on the relation that should exist between the Courses and the scholastic requirements for the various grades of teachers' licenses. The committee appointed in accordance with this provision held its first meeting for organization and arrangement of working plans during the Christmas vacation of 1889. A general discussion based on the consideration of the various matters entrusted to the Committee, as a whole made up of closely related parts, led to the adoption of certain principles, which, as recommendations, were afterwards submitted to the Association, and received its unanimous endorsement. For the sake of greater convenience of comment, these recommendations have been reserved for that section of this Report referring to the Provincial Normal School. The Committee held its second meeting at Parrsboro in August, during the Session of the Summer School of Science, and a final one in Halifax on the Saturday and Monday preceding the meeting of the Association. During the intervals several sub-committees under the direction of energetic chairmen, were engaged in examining the present courses in view of the numerous suggestions offered for their revision, in comparing what was in force and what was proposed with the programmes of other countries, in eliciting and collating information, and generally in preparing for the central committee detailed reports on their respective spheres of work. Notwithstanding these various and continued efforts, the committee at its final meeting did not find itself in a position to submit to the Association in complete form substitutes for the courses now in use. The time thus spent was, however, far from wasted. Much valuable information has been collected and is at the command of the Department of Education for its guidance in any official revision that may be determined on. The need of some rather important modifications was recognized and certain lines of revision were agreed on with practical unanimity

(FROM REPORT, 1890, XXV-XXVI.)

At its late meeting the Provincial Educational Association unanimously adopted the following recommendations :—

(1.) That provision be made in our educational system for the distinctive professional training of all teachers of public school. (2.) That the syllabus of examination for teachers licenses be assimilated with the course of study for high schools as revised, and it is suggested that third class, (grade D) certificates be based on the subjects of the first year ; second class certificates, (grade C,) on

those of the second year and first class, (grade B,) on those of the third year. (3.) That in connection with the examination for teachers' non-professional certificates, the Department of Education be requested to provide for the issue of diplomas to graduates of county academies and high schools. (4.) That as soon and as far as circumstances will permit, the various non-professional certificates should be taken *seriatim*. (5.) That the professional training of teachers should be held to include fuller instruction in music, drawing, natural science, elementary logic, and manual training, than contemplated by the ordinary high school course."

Steps towards the introduction of such important changes should be taken gradually, but so far as I have been able to interpret public opinion the essence of these changes themselves is regarded as emphatically called for by the interests of the country. It is not creditable to Nova Scotia that in the percentage of trained teachers in service she should stand lowest among the Provinces of the Canadian Dominion. For this state of things no degree of responsibility attaches to the Normal School, attendance at which is purely voluntary and unaccompanied by any preferential recognition whatever. The easiest and cheapest road into the teaching profession is naturally chosen by the great majority of candidates. Recent improvements in our High School system and a natural and proper desire on the part of the Normal School Faculty to emphasize the distinctly professional features of their work, have conspired to reduce the number of those seeking licenses under direct Provincial auspices. While the recommendations of the Association probably suggest more than can be accomplished in a day, the conversion of the Normal School from its present dual function into a training institution for teachers in the proper professional sense of the term cannot be brought about too soon."

These very definite allusions to the concensus of the best educational thought of the province, as expressed from time to time in conferences of representative educationists and in public conventions, indicate the necessity of a change in our present form of dividing the school year. Last winter the Legislature prepared the way for the change by amending section 90, Chapter 29, of the Revised Statutes, fifth series, "Of Public Instruction," which reads as follows:

"90. The school year shall consist of a winter and a summer term. The winter term shall begin on the first day of November and end on the thirtieth day of April; and the summer term shall begin on the first day of May and end on the thirty-first day of October."

Chapter 49, 54 Vic, 1891, amends the section, as above, in the following words: "Provided however, that the council of public instruction shall have power to alter the above arrangement of terms, as the interests of the educational service may from time to time require."

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A reorganization accomplishing these and other implied or desirable changes will to a certain extent break up the old order of things, entailing with its advantages the inconveniences of accommodation to a new order. There can be no doubt, however, that the advantages to the country at large, will in the end vastly predominate.

I have the honor to be,

Your Honor's obedient servant,

A. H. MACKAY,  
*Superintendent of Education.*





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PART II.

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STATISTICAL TABLES.

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PUBLIC SCHOOLS, COUNTY ACADEMIES, AND SPECIAL  
ACADEMIES.

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TABLE J.—PRELIMINARY.

COUNTY.	WINTER TERM ENDED APR. 30, 1891						SUMMER TERM ENDED OCT. 31, 1891.						YEAR ENDED OCT. 31, 1891.		
	No. of Sections having no Sch'l this Term.	No. of Schools in session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Sections having no Sch'l this Term.	No. of Schools in session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Pupils registered, not on Register of previous Term.	No. of Sections having no Sch'l during year.	Total No. of different pupils during year.	Proportion of population (Census of 1881) at Sch'l during year.	
Annapolis.....	105	15	108	109	18	8730	8	113	113	19	3764	999	4	4729	1 in 4.3
Antigonish.....	81	3	84	86	4	2974	6	93	93	3	3402	782	.....	3756	1 " 4.8
Cape Breton.....	132	27	150	150	19	5771	12	164	164	19	6252	1376	9	7174	1 " 4.3
Colchester.....	122	12	138	141	60	5150	8	142	143	59	5498	1364	4	5414	1 " 4.1
Cumberland.....	156	33	159	159	63	6537	19	177	186	72	7233	1773	10	8310	1 " 3.3
Digby.....	80	15	89	91	16	3592	8	98	97	15	3980	1156	4	4748	1 " 4.2
Guyaboro'.....	83	20	78	78	6	3003	9	89	89	7	3227	851	4	3854	1 " 4.6
Halifax Co.....	133	30	126	129	35	4926	12	147	150	39	5841	128	8	6754	1 " 4.7
" City.....	1	.....	119	119	32	5987	.....	121	121	33	6791	1312	.....	7299	1 " 5.
Hants.....	104	10	115	117	35	4447	7	118	125	36	4883	1030	3	5477	1 " 4.2
Inverness.....	174	30	157	168	6	5000	10	162	179	5	5381	1371	6	6371	1 " 4.2
Kings.....	104	10	113	118	30	4333	3	118	124	32	4085	1013	1	6346	1 " 4.3
Lunenburg.....	148	15	156	158	22	6197	18	152	156	21	5755	967	3	7164	1 " 3.8
Pictou.....	124	2	163	170	26	6133	9	168	176	27	6367	1292	11	7425	1 " 4.7
Queens.....	46	10	50	50	4	1875	2	56	56	5	1980	390	2	2265	1 " 4.3
Richmond.....	70	19	61	61	3	2187	10	70	70	4	2552	685	7	2872	1 " 5.2
Shelburne.....	67	7	78	78	4	3049	9	74	74	5	2755	569	3	3818	1 " 4.1
Victoria.....	94	26	72	72	3	2104	13	85	85	1	2386	814	6	2918	1 " 4.2
Yarmouth.....	74	9	104	104	21	4309	12	99	99	22	4170	848	2	5157	1 " 4.1
Total, 1891.....	1908	293	2130	2158	407	81304	175	2236	2300	424	85792	20420	87	101724	1 " 4.3
" 1890.....	1896	287	2109	2142	435	82794	149	2243	2287	431	83170	20803	96	103597	1 " 4.2
Increase.....	12	6	11	16	.....	1496	26	.....	13	.....	2878	.....	21	1873	.....
Decrease.....	.....	.....	.....	.....	28	.....	.....	7	.....	7	.....	388	.....	.....	1 " 235



TABLE J.—PRELIMINARY.

COUNTY.	WINTER TERM ENDED APR. 30, 1891						SUMMER TERM ENDED OCT. 31, 1891.						YEAR ENDED OCT. 31, 1891.		
	No. of Sections.	No. of Sections having no Sch'l this Term.	No. of Schools in session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Sections having no Sch'l this Term.	No. of Schools in session.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Pupils registered, not on previous Term.	No. of Sections having no Sch'l during year.	Total No. of different pupils during year.	Proportion of population (Census of 1881) at Sch'l during year.
Annapolis.....	105	15	108	109	18	3730	8	113	113	19	2764	999	4	4729	1 in 4.3
Antigonish.....	81	3	84	86	4	2974	6	93	93	3	3402	782	.....	3766	1 " 4.8
Cape Breton.....	132	27	150	150	19	5771	12	164	164	19	6252	1376	9	7174	1 " 4.3
Colchester.....	122	12	138	141	60	5150	8	142	143	59	5498	1364	4	5414	1 " 4.1
Cumberland.....	156	33	159	159	63	6537	19	177	186	72	7233	1773	10	8310	1 " 3.3
Digby.....	80	15	89	91	16	3592	8	98	97	15	3980	1158	4	4748	1 " 4.2
Guysboro'.....	88	20	78	78	6	3003	9	89	89	7	3227	851	4	3854	1 " 4.6
Halifax Co.....	133	30	126	129	35	4926	12	147	150	39	5841	128	8	6764	1 " 4.7
" City.....	1	.....	119	119	82	5987	.....	121	121	33	6791	1312	.....	7299	1 " 5.
Hants.....	104	10	115	117	85	4447	7	118	125	36	4883	1030	3	5477	1 " 4.2
Inverness.....	174	30	157	168	6	5000	10	162	179	5	5381	1371	6	6371	1 " 4.2
Kings.....	104	10	113	118	30	4333	3	118	124	32	4085	1013	1	6346	1 " 4.3
Laurenburg.....	148	16	156	158	22	6197	18	152	156	21	5755	967	3	7164	1 " 3.8
Pictou.....	134	2	163	170	26	6133	9	168	176	27	6357	1292	11	7425	1 " 4.7
Queens.....	46	10	50	50	4	1875	2	56	56	5	1980	390	2	2265	1 " 4.3
Richmond.....	70	19	61	61	3	2187	10	70	70	4	2552	685	7	2872	1 " 5.2
Shelburne.....	67	7	78	78	4	3049	9	74	74	5	2755	589	3	3618	1 " 4.1
Victoria.....	94	26	72	72	3	2104	13	85	85	1	2386	814	6	2918	1 " 4.2
Yarmouth.....	74	9	104	104	21	4809	12	99	99	22	4170	848	2	5157	1 " 4.1
Total, 1891.....	1908	293	2120	2153	407	81304	175	2236	2300	424	85792	20420	87	101724	1 " 4.3
" 1890.....	1896	287	2109	2142	485	82794	149	2343	2287	431	86170	20803	66	108597	1 " 4.2
Increase.....	12	6	11	16	.....	.....	26	.....	13	.....	2376	383	21	1873	.....
Decrease.....	.....	.....	.....	.....	28	1490	.....	7	.....	7	.....	.....	.....	.....	1 " 285

TABLE II.—PUBLIC SCHOOLS : TEACHERS EMPLOYED.

COUNTY.	WINTER TERM.										SUMMER TERM.										NO. OF LICENSED ASSISTANTS.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
	Male Teachers.					Female Teachers.					Total.					Male Teachers.					Female Teachers.					Total.					Winter.		Summer.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
	Academic.			Class I.		Class II.		Class III.		Academic.			Class I.		Class II.		Class III.		Academic.			Class I.		Class II.		Class III.		Academic.			Class I.		Class II.		Class III.		Males.		Females.		Both.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Annapolis .....	2	17	16	2	2		7	41	23	37	71	108		2	11	8	2		5	47	38	23	90	118	1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														</



TABLE III.—PUBLIC SCHOOLS: PERIOD OF SERVICE, &c., OF TEACHERS.

PERIOD OF SERVICE.

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COUNTY.	No. of Teachers engaged in the same section and during the previous term.				No. of Teachers not more than 3 years in the Service.		PERIOD OF SERVICE OF TEACHERS—SUMMER TERM.									
	No. of Teachers removed to a new Section.		No. of New Teachers.		Winter.	Summer.	Male Teachers, Grades A and B.									
	Winter.	Summer.	Winter.	Summer.			No. first term employed.	No. second term employed.	No. upwards of a yr. but not more than 2 years in the service.	No. upwards of 2 but not more than 3 years in the service.	No. upwards of 3 but not more than 5 years in the service.	No. upwards of 5 but not more than 7 years in the service.	No. upwards of 7 but not more than 10 years in the service.	No. upwards of 10 but not more than 15 years in the service.	No. upwards of 15 but not more than 20 years in the service.	No. upwards of 20 years in the service.
Annapolis . . .	34	47	57	57	17	9	54	56	1	2	2	6	9	7	3	6
Antigonish . .	46	60	26	28	12	5	38	44	2	2	2	2	3	1	3	3
Cape Breton . .	109	123	26	27	15	14	56	66	1	2	1	18	3	2	4	5
Colchester . . .	69	79	56	54	16	10	77	73	3	2	1	2	4	8	15	14
Cumberland . .	76	116	65	54	18	16	83	112	2	2	1	2	6	10	14	28
Digby . . . . .	42	46	37	39	10	8	36	38	2	1	1	3	1	2	9	3
Guylford . . . .	45	53	28	29	5	7	22	25	2	2	1	2	1	2	7	9
Halifax Co. . . .	72	86	42	60	14	4	40	51	1	1	1	2	1	1	3	4
“ City . . . . .	116	118	50	52	15	14	15	16	1	2	1	2	10	16	14	18
Hants . . . . .	50	65	57	57	37	32	57	87	1	2	4	1	3	4	21	6
Inverness . . . .	41	40	79	95	37	32	80	87	2	1	4	4	6	11	16	19
Kings . . . . .	37	55	57	53	24	15	62	34	2	3	1	2	1	2	7	5
Lunenburg . . . .	85	100	54	43	18	11	70	63	1	1	1	1	6	13	11	14
Pictou . . . . .	94	118	57	48	19	10	89	95	4	4	7	2	7	4	12	21
Queens . . . . .	22	29	21	20	7	7	18	26	1	1	1	1	3	4	4	8
Richmond . . . .	26	46	21	21	4	3	22	26	2	2	2	1	1	2	1	4
Shelburne . . . .	40	56	25	14	13	8	41	37	1	2	1	1	1	6	8	7
Victoria . . . . .	15	18	42	41	15	26	40	49	1	2	1	1	1	4	3	2
Yarmouth . . . .	65	71	30	22	9	6	42	40	1	2	1	8	3	7	5	16
Total, 1891. . .	1094	1326	775	751	271	208	942	949	3	28	29	90	44	126	225	149
“ 1890. . . . .	1116	1354	745	724	257	157	987	992	4	22	18	19	37	148	216	134
Increase. . . . .	22	58	30	27	14	46	45	43	1	4	11	3	7	22	9	15
Decrease. . . . .																10

TABLE IV.—PUBLIC SCHOOLS: ATTENDANCE—WINTER TERM.

COUNTY.	No. of Pupils Registered at School this Term.	Proportion of population of age in Sections not at School this Term.	No. (children 5-15 years of age in Sections not at School this Term.	AGE AND SEX OF PUPILS.				Grand Total Days' attendance made by all the Pupils.	DAILY ATTENDANCE.			
				No. of Pupils under 5 years of age.	No. of Pupils from 5 to 15 years of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	No. daily present at school on an average for time in Session.	No. daily present at school on an average for full Term.	No. daily present on average for per 100 registered.	No. daily present on average for Full Term per 100 registered.
Annapolis.....	3730	1 in 5.5	699	5	3297	428	2046	1684	2218.6	2132.5	59.7	57.2
Antigonish.....	2974	1 " 6.	405	.....	2865	309	1666	1308	1680.6	1631.5	55.8	54.8
Cape Breton.....	5771	1 " 5.4	945	4	5315	452	3183	2588	3358.3	3213.5	58.2	55.6
Colchester.....	5150	1 " 5.1	661	13	4755	382	2805	2345	3413.0	3219.6	58.2	56.1
Cumberland.....	6537	1 " 4.1	1276	20	6023	494	3424	3113	3961.00	3447.9	54.	52.
Digby.....	3592	1 " 5.5	782	11	3240	341	1931	1661	2293.03	2137.5	59.2	56.9
Guysboro.....	3003	1 " 5.9	557	7	2716	280	1682	1371	1703.15	1609.	55.7	53.5
Halifax County.....	4923	1 " 6.4	972	33	4709	184	2560	2366	3131.88	2833.	61.	57.
"    City.....	2987	1 " 6.	600	11	5664	312	2953	3034	4604.82	4023.7	67.	67.
Hants.....	4447	1 " 5.2	812	28	4030	359	3375	2072	2799.33	2467.2	57.8	55.4
Inverness.....	5000	1 " 5.1	904	18	4454	528	2712	2288	2642.	2316.	52.8	50.3
Kings.....	4383	1 " 5.4	853	6	3804	523	2415	1915	2782.49	2374.4	58.8	54.8
Lunenburg.....	6197	1 " 4.6	986	36	5700	452	3224	2973	4154.62	3663.	61.2	59.6
Pictou.....	6138	1 " 5.8	965	12	5476	645	3300	2838	4046.09	3507.6	58.8	57.1
Queens.....	1875	1 " 5.6	237	2	1674	189	979	896	1240.36	1093.	60.	58.8
Richmond.....	2137	1 " 6.9	413	5	2051	131	1224	965	1323.61	1161.3	54.8	53.1
Sheburne.....	3049	1 " 4.8	533	5	2790	254	1685	1364	1981.35	1740.	58.8	57.
Victoria.....	2104	1 " 5.9	306	7	1890	207	1090	1014	1290.89	1087.	54.1	51.6
Yarmouth.....	4309	1 " 4.9	949	4	3969	386	2321	1988	3082.46	2723.	65.	63.
Total, 1891..	81304	1 " 5.4	13855	227	74171	6906	43528	37776	52714.80	46215.7	58.8	56.8
"    1890..	82794	1 " 5.3	12196	275	75706	6813	44177	38617	53439.42	46514.9	58.3	56.2
Increase.....	1400	1 " 206	1659	48	1635	93	646	841	72507	209.2	.5	.6
Decrease.....									449.4			

TABLE V.—PUBLIC SCHOOLS: ATTENDANCE—SUMMER TERM.

COUNTY.	AGE AND SEX OF PUPILS.					DAILY ATTENDANCE.					
	No. of Pupils registered at School this Term.	No. children 5-15 years of age in Schools not at School this Term.	No. of Pupils under 5 years of age.	No. of Pupils from 5 to 15 years of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	(Grand Total Days' attendance made by all the Pupils.	No. daily present at School on an average for time in Session.	No. daily present at School on an average for full Term.	No. daily present on average for full Term per 100 registered.
Annapolis .....	3764	1 in 5.5	27	3534	208	1825	1949	237487	2263.5	2174.2	60.1
Antigonish .....	3402	1 " 5.3	21	3141	237	1801	1601	160432	1607.2	1474.	47.2
Cape Breton .....	6252	1 " 5.	22	5969	261	3317	2935	63806	3594.7	3377.	57.5
Colchester .....	5495	1 " 4.8	29	5245	224	2714	2784	333004	3342.2	3188.6	60.3
Cumberland .....	7233	1 " 3.8	93	6933	302	3463	3770	417069	4132.	3866.	57.
Digby .....	3980	1 " 5.	19	3808	153	1892	2088	250024	2456.5	2382.1	61.7
Halifax County .....	3227	1 " 5.5	22	3060	145	1671	1556	175138	1622.8	1519.	50.3
Halifax County .....	5841	1 " 5.4	50	5673	118	2861	2980	361657	3754.	3340.	64.
Halifax County .....	6791	1 " 5.6	9	6442	340	3274	3517	415810	4702.8	4702.8	69.
Halifax County .....	4383	1 " 5.3	31	4120	232	2261	2122	263075	2586.4	2467.7	59.
Inverness .....	5381	1 " 4.9	55	5032	294	2766	2615	284547	2800.	2671.	52.
Kings .....	4085	1 " 5.7	30	3834	221	1896	2189	238903	2411.4	2221.1	59.
Lunenburg .....	5755	1 " 4.9	105	5471	179	2780	2975	352782	3391.	3331.	59.
Pictou .....	6337	1 " 5.6	29	6040	288	3251	3106	380903	3678.9	3518.5	57.8
Queens .....	1930	1 " 5.3	10	1847	123	970	1010	126482	1238.	1209.	63.
Richmond .....	2562	1 " 5.9	16	2462	74	1320	1232	144856	1128.1	1369.1	56.6
Shelburne .....	2755	1 " 5.4	21	2620	114	1315	1440	184377	1785.6	1730.	64.8
Victoria .....	2386	1 " 5.2	16	2298	102	1120	1266	122944	1321.	1165.	51.1
Yarmouth .....	4170	1 " 5.1	10	3904	256	2158	2012	285466	2803.5	2680.	67.2
Total, 1891 .....	45782	1 " 5.1	620	81306	3866	42655	43137	5104241	50819.6	48391.1	59.2
" 1890 .....	88170	1 " 4.9	562	83773	3935	44047	44133	5218297	50915.1	48129.	57.7
Increase .....	2378	1 " 185	58	2467	31	1392	986	114056	95.5	262.1	1.5
Decrease .....											1.9

**TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	LESSONS ON NATURE.										SINGING.		READING.							
	Grade.										By Theory.	By Hole.	Grade.							
	Temperance.												Moral and Pa- triotic Duties.		Health.					
I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.			
Annapolis .....	270	286	318	421	387	298	340	326	268	268	495	339	371	376	495	462	410	432	417	
Antigonish .....	178	225	249	258	236	163	160	84	47	105	323	323	340	450	404	435	268	304	148	
Cape Breton .....	479	421	438	486	348	315	321	228	342	1353	923	923	844	781	811	612	531	533	139	
Colchester .....	3557	3450	3057	438	554	446	524	243	1324	1437	543	697	578	553	574	584	720	457		
Cumberland .....	4955	4041	3907	883	760	768	861	720	517	699	275	1106	941	991	743	885	967	817	639	
Digby .....	2783	2504	2521	468	349	394	412	411	235	280	133	300	844	534	502	457	505	501	361	
Guysboro' .....	1110	676	658	225	152	220	236	167	172	141	90	139	390	414	373	425	448	264	401	
Halifax County .....	2976	3164	2780	436	487	296	278	227	189	119	69	1160	2976	807	728	773	699	631	564	
"    City .....	5424	5176	5288	1206	888	914	751	631	517	848	280	4885	2694	1336	888	804	768	635	493	
Hants .....	2181	2150	1859	323	318	314	374	366	335	250	214	1591	1694	531	487	520	559	562	441	
Inverness .....	1332	1238	870	292	216	220	222	185	118	95	47	8	100	801	686	722	830	915	631	
Kings .....	1637	2479	1633	191	254	320	349	379	810	413	346	274	1263	287	490	1068	479	591	582	
Lunenburg .....	2802	2333	2569	306	732	402	665	528	617	380	212	697	3070	834	917	925	813	873	639	
Pictou .....	2612	2900	2755	249	415	395	486	557	458	665	342	555	3000	567	718	596	761	728	686	
Queens .....	1120	1019	1123	153	179	181	202	152	150	196	121	418	424	253	218	171	225	312	170	
Richmond .....	1129	1042	827	275	192	175	162	150	78	67	65	31	220	523	375	338	310	260	152	
Shelburne .....	1997	1963	1550	227	251	308	309	357	259	273	179	498	574	317	349	390	438	467	358	
Victoria .....	1031	1006	767	151	182	185	168	96	111	30	4	72	158	288	309	322	365	275	242	
Yarmouth .....	3234	2308	2359	657	577	432	492	351	359	322	253	550	2200	774	504	473	597	424	444	
Total, 1891 .....	45863	42737	40078	7493	7538	6875	7652	6686	5647	5796	3540	14446	23949	11431	10014	11052	11117	10141	8546	
"    1890 .....	42542	38761	34220	7704	7287	6821	7517	6216	5838	5741	3922	10117	26112	12146	11140	10753	11294	10081	8094	
Increase .....	3321	3976	5849	789	251	54	135	470	809	65	408	4329	2163	714	526	289	177	60	452	
Decrease .....	211	.....	191	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

TABLE VI—PUBLIC SCHOOLS: WINTER TERM—Continued.  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	SPELLING.								LANGUAGE.								GRAMMAR.		COMPOSITION.	
	Grade.								GRADE.								Grade.		Grade.	
	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VII.	VIII.			
Annapolis .....	371	376	495	462	410	432	437	292	320	361	484	448	418	414	424	241	323			
Antigonish .....	386	444	464	445	306	266	152	172	300	401	425	351	272	378	212	250	169			
Cape Breton .....	844	784	811	612	531	588	459	572	686	716	790	608	529	512	440	357	370			
Colchester .....	659	584	667	565	538	746	501	543	585	538	614	590	483	693	524	368	427			
Cumberland .....	946	900	968	886	642	778	324	829	770	851	945	982	506	830	317	516	266			
Digby .....	502	457	505	501	361	369	215	467	453	428	492	485	312	352	201	259	152			
Guysboro.....	414	407	449	378	356	321	186	172	223	363	452	379	295	390	318	145	254			
Halifax County .....	728	773	699	681	564	521	172	864	624	596	548	624	486	502	176	246	184			
" City .....	888	894	768	688	493	402	319	1336	871	801	766	641	460	432	289	339	249			
Hants .....	569	500	547	560	565	573	571	487	470	554	537	619	496	1017	568	564	370			
Inverness.....	534	344	628	541	468	201	97	502	515	495	409	223	115	679	633	417	261			
Kings.....	435	407	488	614	628	603	675	215	359	447	500	567	554	1094	611	573	391			
Lunenburg .....	958	923	826	877	662	613	264	431	778	508	647	575	439	626	235	319	152			
Pictou .....	832	596	761	728	636	1072	564	439	597	546	675	698	552	1032	599	736	534			
Queens.....	312	170	232	310	209	232	163	101	115	216	293	236	116	371	188	197	114			
Richmond .....	375	333	310	260	152	127	105	263	247	281	300	260	152	127	102	54	83			
Shelburne .....	340	390	433	467	358	370	252	197	265	355	428	447	321	330	263	231	201			
Victoria .....	288	235	282	237	175	57	16	222	272	188	202	71	40	298	301	189	107			
Yarmouth .....	664	473	597	424	444	370	314	631	498	504	629	403	428	515	312	454	270			
Total, 1891.....	11037	9900	10930	10081	8491	8586	5776	8735	8948	9142	10176	9124	6994	10587	6713	6505	4924			
" 1890.....	11669	10897	11325	10148	8292	8907	5738	8100	8353	9155	10016	9140	7375	9817	6264	6688	5671			
Increase .....	.....	.....	.....	.....	199	.....	.....	635	595	.....	160	.....	.....	770	449	.....	.....			
Decrease .....	632	997	395	67	.....	321	38	.....	.....	13	.....	16	381	.....	.....	133	147			

**TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—Continued.**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	GEOGRAPHY.								HISTORY.								ARITHMETIC.								ALGEBRA.	GEOGRAPHY.
	Grade.								Grade.								Grade.								Grade.	Grade.
	III.	IV.	V.	VI.	VII.	VIII.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	Grade.	Grade.	Grade.	Grade.	Grade.	Grade.	Grade.
Annapolis.....	243	363	422	410	427	441	283	336	414	426	382	378	376	495	462	410	482	437	264	264	206	206	206	206	206	206
Antigonish.....	245	377	502	268	257	150	172	256	294	177	269	337	441	416	452	280	922	143	217	217	109	109	109	109	109	109
Cape Breton.....	549	693	574	504	494	441	359	338	473	434	753	806	758	815	614	528	530	446	348	348	246	246	246	246	246	246
Colchester.....	393	480	594	541	762	441	415	488	743	486	512	570	532	625	571	551	780	474	449	449	269	269	269	269	269	269
Cumteland.....	502	822	713	675	707	261	482	575	757	280	1001	909	855	969	751	637	792	314	299	299	202	202	202	202	202	202
Digby.....	308	426	484	358	359	199	316	325	346	194	534	502	457	505	501	361	369	215	162	162	106	106	106	106	106	106
Guysboro.....	105	212	327	395	331	315	164	254	270	805	380	371	398	452	410	327	272	107	184	184	62	62	62	62	62	62
Halifax County.....	387	412	396	324	337	123	487	501	398	186	757	687	684	702	684	568	436	284	237	237	129	129	129	129	129	129
" City.....	757	768	641	480	432	289	626	529	362	309	1336	871	901	766	641	530	392	289	271	271	72	72	72	72	72	72
Hants.....	390	529	575	493	616	427	367	407	607	484	435	474	407	569	575	456	592	452	321	321	268	268	268	268	268	268
Inverness.....	938	696	550	245	150	83	646	572	299	77	751	753	734	623	493	316	106	98	40	40	104	104	104	104	104	104
Kings.....	224	393	514	518	755	525	308	355	485	574	286	392	452	482	609	521	667	556	497	497	289	289	289	289	289	289
Lunenburg.....	511	597	577	472	596	233	454	270	394	280	889	902	790	790	663	679	458	234	228	228	91	91	91	91	91	91
Pictou.....	479	670	692	641	1064	605	647	532	1024	605	497	700	572	759	732	634	1276	612	535	535	418	418	418	418	418	418
Queens.....	104	186	281	251	214	123	229	192	198	141	237	214	155	227	347	195	243	142	122	122	107	107	107	107	107	107
Richmond.....	165	222	218	152	127	194	166	102	85	85	357	347	331	311	257	153	125	101	66	66	60	60	60	60	60	60
Shelburne.....	278	423	427	381	356	260	359	337	354	244	305	351	406	249	454	367	358	245	203	203	117	117	117	117	117	117
Victoria.....	265	295	274	116	18	19	274	287	141	3	280	320	348	277	174	106	24	2	180	180	72	72	72	72	72	72
Yarmouth.....	546	580	426	407	406	301	232	384	401	297	822	604	540	644	389	438	400	301	326	326	197	197	197	197	197	197
Total, 1891..	7409	9139	9187	7639	8408	5335	6979	7110	8045	5527	10798	10537	10087	10668	9779	7955	8474	5452	4949	4949	3114	3114	3114	3114	3114	3114
" 1890..	6883	9086	8785	7646	8927	5808	7243	6744	8493	6025	10612	10683	10523	11177	9909	8193	9042	5889	4720	4720	2918	2918	2918	2918	2918	2918
Increase.....	526	53	402	7	419	473	736	366	438	498	181	146	486	511	220	233	568	437	229	229	196	196	196	196	196	196
Decrease.....																										



TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—Continued.  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY	WRITING.										INDUSTRIAL DRAWING.										BOOK-KEEPING.	
	Grade.										Grade.										Grade.	
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.			VIII.	VIII.
Annapolis .....	348	358	378	500	455	414	425	440	216	292	289	380	339	252	223	204	292	16				
Antigonish .....	263	286	412	391	418	272	295	175	82	71	92	57	93	74	88	29	129	4				
Cape Breton .....	721	762	777	799	608	586	547	446	208	266	172	276	208	187	148	136	213	31				
Colchester .....	443	667	566	619	636	540	759	487	341	427	409	429	409	362	436	296	495	11				
Cumberland .....	941	878	879	979	806	642	709	295	528	556	541	560	515	364	364	134	395	11				
Digby .....	499	497	457	509	504	361	370	208	448	428	388	385	405	278	263	104	149	8				
Guysboro .....	810	343	369	468	315	326	279	205	54	58	73	125	94	120	71	59	91					
Halifax County .....	724	696	684	679	564	577	482	243	678	446	397	322	364	287	116	112	86					
“ City .....	1386	878	799	768	672	582	369	289	1386	878	799	768	672	582	369	289	22					
Hants .....	437	460	452	590	550	481	633	414	229	312	318	412	405	285	330	220	417	27				
Inverness .....	727	764	738	747	500	395	133	88	83	94	89	76	71	45	25	41	282	10				
Kings .....	222	366	455	479	577	539	634	546	46	141	201	217	266	202	209	181	414	25				
Lanenburg .....	801	876	841	798	672	497	472	215	418	533	422	484	432	303	291	149	133					
Pictou .....	448	669	563	752	728	628	1073	587	160	230	257	357	351	292	359	285	454	37				
Queens .....	191	208	146	216	282	262	193	142	79	140	80	104	119	147	110	39	139	12				
Richmond .....	321	346	338	310	260	162	127	105	110	70	66	51	38	17	10	4	24	12				
Shelburne .....	218	304	373	446	449	368	361	251	213	240	295	333	305	199	192	134	187					
Victoria .....	282	324	337	339	227	182	84	20	56	75	59	61	40	44	7	2	59	1				
Yarmouth .....	656	584	499	588	405	412	414	297	398	275	397	405	228	356	289	221	255					
Total, 1891 .....	9878	10256	10038	10674	9708	8036	8259	5403	5678	5462	5344	5802	5419	4343	3889	2589	4286	194				
“ 1890 .....	9720	10265	10581	10988	9867	8088	8327	5511	5425	5164	5347	5953	5135	3950	4199	2520	3994	226				
Increase .....	158	.....	.....	.....	.....	.....	.....	.....	253	298	.....	.....	284	393	.....	69	242	.....				
Decrease .....	.....	9	493	114	154	2	568	108	.....	.....	3	151	.....	.....	310	.....	.....	.....	.....			

TABLE VI—PUBLIC SCHOOLS: WINTER TERM.—Continued.  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis .....	238	57	35	289	55	6	285	57	6	285	57	6	287	57	6	286	59	6	283	57	6	283	57	6
Antigonish .....	45	90	63	33	75	7	33	51	42	33	53	7	33	53	7	36	57	33	38	51	33	38	51	33
Cape Breton .....	106	86	44	106	86	44	106	86	44	106	86	44	106	86	44	106	86	44	106	86	44	106	86	44
Colechester .....	151	45	37	151	51	37	151	51	37	151	51	37	151	51	37	146	51	37	149	51	37	149	51	37
Cumberland .....	66	34	11	54	21	2	54	21	2	54	21	2	54	21	2	66	34	11	66	34	11	66	34	11
Digby .....	101	24	31	97	17	11	97	17	11	99	17	11	99	17	11	92	16	11	88	16	11	88	16	11
Guy-boro .....	15	26	6	22	25	9	22	26	6	22	26	6	27	26	8	19	58	8	29	24	8	29	24	8
Halifax County .....	164	144	63	164	114	63	164	114	63	164	114	63	164	114	63	164	114	63	164	114	63	164	114	63
"    City .....	145	56	30	167	56	30	166	56	30	166	56	30	170	56	30	154	25	13	165	33	13	165	33	13
Hants .....	67	22	62	67	19	.....	67	19	.....	67	19	.....	72	20	.....	84	20	.....	42	22	.....	42	22	.....
Inverness .....	204	81	44	206	70	40	200	74	30	210	74	30	210	74	30	161	74	30	162	73	30	162	73	30
Kings .....	64	18	6	65	43	6	65	43	6	65	43	6	65	43	6	65	43	6	65	43	6	65	43	6
Laureburg .....	149	127	128	167	113	125	167	111	92	167	118	101	156	112	123	184	103	92	184	103	92	184	103	92
Pictou .....	36	22	6	44	22	7	44	22	7	44	22	7	44	22	7	35	22	7	36	22	7	36	22	7
Queens .....	15	7	5	15	7	5	15	7	5	15	7	5	15	7	5	15	7	5	15	7	5	15	7	5
Richmond .....	45	35	9	37	44	9	47	35	9	48	35	9	48	35	9	35	36	9	37	35	9	37	35	9
Shelburne .....	.....	10	14	10	14	0	10	14	9	10	14	9	10	14	9	9	14	0	10	20	3	10	20	3
Victoria .....	.....	63	122	78	64	20	96	60	36	97	56	20	97	56	20	96	60	33	95	58	23	95	58	23
Yarmouth .....	104	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total, 1891..	1760	917	711	1836	896	430	1875	864	465	1943	865	398	1943	865	398	1786	867	448	1772	849	401	1772	849	401
"    1890..	1747	604	478	1773	655	354	1763	656	398	1918	690	326	1918	690	326	1731	705	400	1672	713	407	1672	713	407
Increase .....	12	813	263	63	241	76	112	208	97	25	166	72	25	166	72	6	132	48	100	136	6	100	136	6

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—Continued.  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	INDUSTRIAL DRAWING.		BOOK-KEEPING.		PHY-SICS.		BOT-ANY.		CHEMISTRY (Inorganic.)		CHEMISTRY (Agricultural.)		PHYSIOLOGY.		GEOLOGY.		LATIN.			GREEK.			FRENCH.			GERMAN.	
	Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.			Year.			Year.			Year.	
	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.
Annapolis....	83	....	256	57	102	81	44	31	23	....	....	....	....	....	....	....	90	32	4	5	6	3	8	4	2	....	....
Antigonish...	15	15	31	58	61	92	50	18	3	....	....	....	....	....	....	....	17	40	43	....	5	6	36	40	8	....	....
Cape Breton...	27	3	88	57	36	37	44	3	7	....	....	....	....	....	....	....	12	26	6	3	3	....	17	9	....	....	....
Colchester...	110	1	136	51	79	9	39	....	37	....	....	....	....	....	....	....	95	39	32	....	10	10	....	....	....	....	....
Cumberland...	45	28	33	13	....	....	....	27	21	....	....	....	....	....	....	....	44	18	9	6	3	6	....	....	8	....	....
Digby.....	45	8	47	13	10	23	10	....	8	....	....	....	....	....	....	....	21	8	1	....	1	1	5	2	2	....	....
Guysboro.....	....	....	5	17	9	37	10	....	6	....	....	....	....	....	....	....	13	3	1	....	....	....	10	3	....	....	....
Halifax County	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
“ City ..	146	79	115	71	146	....	89	23	29	....	....	....	....	....	....	....	160	64	29	....	25	17	....	50	27	55	....
Hants.....	55	19	160	9	65	29	28	45	15	....	....	....	....	....	....	....	56	9	15	1	4	3	4	4	....	....	....
Inverness....	....	....	50	7	25	12	12	....	2	....	....	....	....	....	....	....	26	8	1	....	....	....	....	....	16	....	....
Kings.....	55	7	162	44	46	98	25	5	29	....	....	....	....	....	....	....	24	19	12	2	....	....	....	9	5	....	....
Lunenburg...	47	....	65	43	44	91	8	8	6	....	....	....	....	....	....	....	4	10	4	1	4	1	....	3	3	....	....
Pictou.....	62	62	132	131	185	....	168	....	78	....	....	....	....	....	....	....	73	44	106	....	8	65	75	53	29	....	....
Queens.....	....	....	29	22	....	23	....	....	....	....	....	....	....	....	....	....	8	17	7	....	8	3	....	....	....	....	....
Richmond....	....	2	9	7	2	3	....	....	....	....	....	....	....	....	....	....	8	7	1	....	1	1	4	....	4	....	....
Shelburne....	31	27	41	35	17	29	18	8	9	....	....	....	....	....	....	....	....	19	9	....	....	....	....	....	....	....	....
Victoria.....	....	....	10	22	27	....	14	....	2	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	....
Yarmouth....	16	1	43	22	59	54	33	....	9	....	....	....	....	....	....	....	39	34	6	1	4	4	54	43	19	....	....
Total, 1891....	737	252	1412	679	913	613	592	174	284	21	284	....	....	....	....	....	639	405	293	19	81	135	213	220	123	55	....
“ 1890....	718	201	1282	500	888	472	627	51	453	32	....	....	....	....	....	....	587	300	228	19	73	121	404	185	107	69	....
Increase ..	19	51	130	179	25	141	....	123	....	....	....	....	....	....	....	....	102	105	65	....	8	14	....	35	16	....	....
Decrease ..	....	....	....	....	....	....	35	....	169	11	....	....	....	....	....	....	....	....	....	....	....	....	191	....	....	14	....

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.

Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	Health.	Moral and Pa- triotic Duties.	Temperance.	LESSONS ON NATURE.								SINGING.		READING.							
				Grade.								By Theory.	By Rote.	Grade.							
				I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Annapolis .....	2557	2592	2555	529	415	367	424	365	294	304	209	249	902	654	491	407	484	407	374	372	280
Antigonish .....	1338	1486	981	200	194	221	210	242	126	145	62	283	113	694	423	505	596	678	284	269	83
Cape Breton .....	2617	2892	2687	688	596	462	487	366	262	292	186	611	1320	1453	1107	819	805	611	482	478	383
Colchester .....	3327	3331	3184	737	604	554	492	426	393	476	319	1669	4029	997	774	652	655	580	463	643	376
Cumberland .....	5502	4922	4704	1501	940	802	868	680	465	563	268	2112	3718	1751	1010	931	969	672	528	589	297
Digby .....	3082	2976	2762	812	495	553	467	411	270	254	138	326	1060	987	598	553	543	452	299	292	145
Guysboro .....	1134	785	603	369	232	197	184	210	139	117	89	94	508	610	473	378	513	398	292	258	122
Halifax County .....	3246	3164	3114	596	497	364	278	324	128	107	62	1145	3210	986	928	828	801	721	586	521	182
“ City .....	5930	6052	5794	1829	959	758	802	686	604	448	281	5416	2885	1734	959	758	802	686	562	490	281
Hants .....	1840	2029	1704	477	360	441	405	383	327	362	258	298	1255	798	523	592	611	453	406	583	391
Inverness .....	1895	1671	1275	307	235	257	227	157	122	111	71	138	300	1129	765	885	754	721	519	302	146
Kings .....	1886	1503	1479	429	329	345	344	348	287	229	171	577	1191	645	470	512	479	480	434	378	366
Lunenburg .....	2471	2279	1992	434	875	469	846	434	562	278	199	590	2782	1138	861	830	834	655	538	415	268
Pictou .....	2188	2188	2188	469	564	495	499	388	365	525	329	421	2780	1021	794	696	790	668	624	841	462
Queens .....	1030	712	977	181	215	235	252	134	268	96	103	219	348	358	217	245	243	262	220	213	127
Richmond .....	587	969	800	391	215	217	160	137	53	68	17	85	210	869	451	408	294	267	140	116	71
Shelburne .....	2265	1777	1759	469	343	344	377	266	284	199	183	454	752	494	383	372	410	286	295	234	230
Victoria .....	990	865	741	226	230	189	154	134	84	47	22	73	161	485	358	354	283	298	236	148	38
Yarmouth .....	2823	2408	2287	856	554	484	496	361	275	256	193	301	2865	996	612	580	568	396	299	291	210
Total, 1891..	46708	44592	41556	11498	8852	7754	7972	6452	5308	4877	3160	15061	30089	17799	12097	11255	11434	9691	7531	7628	4452
“ 1890.	47759	45184	40578	12143	8700	8245	8220	6870	5337	5233	3599	10163	32010	18304	13704	11732	11313	9701	7834	7451	5004
Increase .....	.....	.....	.....	645	162	.....	.....	.....	.....	.....	.....	4898	.....	.....	.....	.....	121	.....	.....	.....	177
Decrease .....	1051	592	.....	.....	.....	491	248	418	29	356	439	.....	1921	505	607	627	.....	10	103	.....	552

**TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM—Continued.**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	SPELLING.								LANGUAGE.								GRAMMAR.		COMPOSITION.	
	Grade.								GRADE.								Grade.		Grade.	
	II.	III.	IV.	V.	VI.	VII.	VIII.		L.	II.	III.	IV.	V.	VI.	VII.	VIII.	VII.	VIII.		
Annapolis .....	491	407	484	407	374	372	280	515	425	370	478	412	368	370	278	251	240			
Antigonish .....	487	497	396	438	241	263	89	380	310	359	368	401	275	270	199	191	117			
Cape Breton .....	1007	819	805	611	482	478	383	838	742	712	722	611	458	462	381	278	308			
Colchester .....	767	646	650	580	473	539	374	624	642	683	627	530	357	660	380	411	349			
Cumberland .....	1005	941	958	680	511	583	303	1348	953	912	918	649	457	646	278	412	249			
Digby .....	598	553	543	452	299	292	145	786	500	512	547	445	303	290	151	216	139			
Guysboro .....	500	390	471	372	333	265	122	373	331	260	354	354	272	421	245	195	187			
Halifax County .....	928	828	801	721	586	521	182	868	824	686	528	496	447	368	214	298	174			
" City .....	959	758	802	686	562	490	281	1794	1003	758	802	696	562	490	281	490	281			
Hants .....	1008	538	604	496	463	481	393	551	551	567	487	559	465	790	377	413	224			
Inverness .....	631	637	583	578	402	203	117	504	472	451	366	175	57	765	373	346	221			
Kings .....	824	529	482	526	418	503	451	324	361	489	420	437	405	973	421	459	264			
Lunenburg .....	846	822	834	668	543	410	273	465	604	603	621	558	316	545	139	116	240			
Pictou .....	794	696	790	668	624	841	462	720	667	631	734	642	543	826	487	550	413			
Queens .....	203	236	252	255	225	211	128	92	174	168	287	126	157	256	126	150	57			
Richmond .....	451	408	294	269	140	116	71	374	264	317	288	268	140	116	71	85	60			
Shelburne .....	383	372	413	286	295	234	230	383	317	375	410	289	281	228	284	162	159			
Victoria .....	291	268	285	232	165	114	28	341	299	253	186	109	54	308	324	177	128			
Yarmouth .....	612	580	568	396	299	291	210	792	510	545	511	464	372	209	210	246	193			
Total, 1891....	12785	10915	11015	9301	7435	7207	4522	12072	9949	9651	9649	8211	6289	9176	5219	5445	4003			
" 1890....	13849	11791	11122	9637	7735	7321	5166	12169	9961	10702	10217	8920	7159	9567	5629	6355	4397			
Increase .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			
Decrease .....	1064	876	107	336	300	114	644	97	12	1051	568	709	870	391	410	910	394			

**TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM—Continued.**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	GEOGRAPHY.								HISTORY.								ARITHMETIC.								ALGEBRA.		GEOM- ETRY.	
	Grade.								Grade.								Grade.								Grade.		Grade.	
	III.	IV.	V.	VI.	VII.	VIII.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VIII.	VIII.	Grade.	Grade.						
Annapolis.....	255	368	400	372	372	278	302	348	364	273	595	490	398	471	405	374	372	280	180	144								
Antigonish.....	277	338	388	263	280	105	221	230	243	129	574	546	453	391	376	246	242	85	135	79								
Cape Breton.....	559	950	568	440	454	372	449	348	416	369	1105	955	798	777	519	477	471	383	341	246								
Colchester.....	431	585	516	488	591	390	398	445	623	380	943	724	642	651	587	454	603	387	375	245								
Camterland.....	643	833	611	579	611	287	496	545	607	248	1671	1066	951	950	698	601	533	208	272	165								
Digby.....	376	467	441	297	291	151	299	291	386	151	927	597	563	557	452	299	291	151	113	76								
Guysboro.....	244	362	371	288	293	83	193	226	314	103	482	491	414	419	383	232	287	68	137	56								
Halifax County.....	480	475	489	423	356	151	452	492	428	186	806	854	825	776	604	526	542	131	237	91								
"    City.....	758	802	686	562	490	281	686	604	448	281	1794	1003	758	802	686	604	448	291	237	.....								
Hants.....	335	482	524	401	480	352	487	405	487	362	768	516	586	457	504	396	483	344	332	240								
Inverness.....	399	708	542	219	129	61	630	539	242	63	809	707	747	661	543	341	161	64	379	111								
Kings.....	295	440	451	444	506	375	317	327	549	372	584	478	500	476	463	442	484	345	256	234								
Lunenburg.....	617	628	615	520	376	202	512	301	326	181	945	866	818	822	687	534	400	214	230	89								
Pictou.....	524	693	654	593	846	495	526	557	813	480	952	833	670	789	672	611	850	490	469	408								
Queens.....	116	154	170	161	196	81	153	131	157	108	339	245	179	214	245	298	203	114	104	76								
Richmond.....	224	250	245	130	116	71	188	107	121	68	610	435	419	294	268	140	116	71	63	29								
Shelburne.....	320	386	283	288	243	211	198	293	232	221	505	380	393	415	288	285	235	244	198	107								
Shelburne.....	320	386	283	288	243	211	198	293	232	221	505	380	393	415	288	285	235	244	198	107								
Victoria.....	291	300	274	140	55	30	304	271	50	37	393	325	345	314	242	127	62	25	154	41								
Yarmouth.....	457	544	395	296	284	210	394	253	288	207	1094	609	596	566	396	303	289	209	225	92								
Total, 1891..	7801	9465	8623	6922	6969	4174	7175	6723	6994	4264	15976	12120	11055	10912	9088	7290	7072	4167	4447	2527								
"    1890..	7523	9289	8713	7452	7532	5126	5954	7091	7498	5211	15514	12113	11801	11051	9765	7440	7250	4751	4351	2947								
Increase.....	278	176	.....	.....	.....	.....	1221	.....	.....	.....	462	7	746	130	677	150	178	584	96	.....								
Decrease.....	.....	.....	90	530	563	952	.....	368	504	947	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....								

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM—Continued.  
Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY	WRITING.								INDUSTRIAL DRAWING.								BOOK-KEEP'G.	LATIN.
	Grade.								Grade.									
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	J.	II.	III.	IV.	V.	VI.	VII.	VIII.		
Annapolis .....	574	458	407	483	403	374	372	274	461	393	292	356	315	267	236	158	133	14
Antigonish .....	541	473	523	426	427	259	230	73	100	110	86	98	95	52	72	12	69	.....
Cape Breton .....	1105	942	920	790	621	484	479	384	264	222	152	223	131	117	167	173	181	1
Colchester .....	883	694	634	661	550	495	697	385	616	524	412	454	383	354	413	211	252	20
Cumberland .....	983	1014	924	965	661	575	524	248	916	553	449	526	358	337	290	130	255	5
Digby .....	959	594	553	547	452	299	291	151	747	487	460	474	391	231	200	93	85	11
Guyaboro .....	625	491	400	431	397	276	264	77	154	118	109	145	175	105	75	44	80	13
Halifax County .....	897	788	703	737	673	483	410	128	851	818	661	514	491	292	244	65	59	2
" City .....	1786	1008	768	802	686	562	490	281	1776	993	748	802	686	562	490	281	.....	12
Hants .....	748	515	611	586	469	444	489	370	483	346	392	420	358	338	312	211	309	5
Inverness .....	866	758	834	753	601	387	187	47	100	132	117	94	116	86	86	24	241	16
Kings .....	445	464	488	482	475	406	470	407	157	138	190	209	206	162	119	140	117	28
Lunenburg .....	853	859	821	824	690	526	384	194	501	615	527	597	532	371	251	121	231	.....
Pictou .....	389	763	674	801	672	609	849	601	385	388	359	371	437	331	406	250	259	40
Queens .....	276	242	239	249	214	213	213	121	178	182	142	164	173	128	118	34	77	8
Richmond .....	592	439	404	295	267	144	110	81	59	28	25	25	25	12	11	.....	31	3
Shelburne .....	384	362	402	401	301	283	227	218	314	287	288	276	184	180	109	100	93	6
Victoria .....	409	314	416	344	268	155	99	26	34	35	47	54	33	18	24	25	79	.....
Yarmouth .....	895	500	606	574	396	302	289	229	704	336	403	470	303	253	237	151	69	.....
Total, 1891..	14660	11667	11217	11151	9223	7276	7064	4195	8795	6654	5859	6272	5382	4216	3860	2223	2620	184
" 1890..	14858	11627	11309	11208	9474	7534	7150	4563	7751	6201	5866	6106	5116	4114	3905	2572	2564	265
Increase .....	302	40	.....	.....	.....	.....	.....	.....	1044	453	.....	166	266	102	.....	45	56	.....
Decrease .....	.....	.....	92	57	251	258	86	368	.....	7	.....	.....	.....	.....	.....	349	.....	81



TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—Continued.  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis .....	198	79	27	196	79	15	187	79	15	187	79	15	187	79	15	187	79	15	190	79	15	190	79	15
Antigonish .....	62	79	22	61	72	10	61	72	8	57	69	23	57	69	23	57	69	23	57	69	23	57	69	23
Cape Breton .....	111	49	17	111	49	17	111	49	17	111	49	17	111	49	17	111	49	17	111	49	17	111	49	17
Colchester .....	109	66	32	109	66	32	109	66	32	109	66	32	109	66	32	109	66	32	103	66	32	103	66	32
Cumberland .....	75	36	28	77	36	13	77	36	13	77	36	13	77	36	13	77	36	13	87	36	13	87	36	13
Digby .....	60	21	22	68	15	8	69	15	7	65	14	8	69	15	7	65	14	8	68	14	8	68	14	8
Guysboro .....	18	14	8	18	18	3	18	18	10	18	18	10	18	18	10	18	18	12	21	18	12	21	18	12
Halifax County .....	152	128	72	152	128	72	152	128	72	152	128	72	152	128	72	152	128	71	152	128	71	152	128	71
“ .....	145	18	10	181	18	4	181	18	4	181	18	4	181	18	4	176	22	7	176	22	7	176	22	7
Hants .....	51	10	8	51	10	.....	51	10	.....	51	10	.....	51	10	.....	51	10	.....	51	10	.....	51	10	.....
Inverness .....	142	36	47	117	40	52	117	41	24	117	41	24	117	41	24	174	41	24	175	41	24	175	41	24
Kings .....	65	18	6	66	43	6	66	43	6	66	43	6	66	43	6	66	43	6	66	43	6	66	43	6
Lunenburg .....	187	121	72	194	121	72	194	121	72	194	121	72	194	121	72	194	121	72	196	121	72	196	121	72
Pictou .....	27	18	24	36	38	12	36	38	12	36	38	12	36	38	12	40	23	12	37	23	12	37	23	12
Queens .....	21	4	1	21	4	1	21	4	1	21	4	1	21	4	1	18	4	1	21	4	1	21	4	1
Richmond .....	68	83	15	67	83	10	67	83	10	67	83	10	67	83	10	65	34	15	63	39	10	63	39	10
Shelburne .....	20	10	1	20	10	6	20	10	6	20	10	6	20	10	6	20	10	6	20	10	6	20	10	6
Victoria .....	92	64	53	92	64	53	92	64	53	92	64	53	92	64	53	92	64	53	92	64	53	92	64	53
Yarmouth .....	1594	804	470	1715	797	333	1633	828	334	1708	821	359	1708	821	359	1708	821	359	1704	830	354	1704	830	354
Total, 1891 .....	1560	889	542	1389	728	400	1561	745	315	1480	749	304	1480	749	304	1480	749	304	1498	770	313	1498	770	313
“ 1890 .....	34	85	72	316	69	67	72	83	19	228	72	55	228	72	55	228	72	55	206	60	41	206	60	41
Increase .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM—Continued.  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	INDUS- TRIAL DRAWING.		BOOK- KEEPING.		PHY- SICS.	BOT- ANY.	CHEMISTRY (Inorganic.)		CHEMISTRY (Agricul- tural.)		PHYSI- OLOGY.	GEO- LOGY.	LATIN.			GREEK.			FRENCH.			GER- MAN.
	Year.		Year.				Year.		Year.				Year.			Year.			Year.			
	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.
Annapolis .....	69	20	134	73	28	61	45	25	30	.....	54	39	10	3	8	3	17	9	2	.....	.....	.....
Antigonish .....	16	19	45	53	56	97	50	21	6	.....	20	33	21	.....	5	8	28	10	14	.....	.....	.....
Cape Breton .....	26	.....	111	49	54	55	43	21	15	.....	10	12	10	.....	.....	1	1	.....	.....	.....	.....	.....
Colchester .....	75	2	99	65	.....	103	64	.....	22	13	88	52	28	2	6	7	.....	6	4	.....	.....	.....
Cumberland .....	43	13	51	4	27	114	28	28	34	25	24	27	10	1	8	4	33	23	6	.....	.....	.....
Digby .....	25	1	43	4	10	47	10	2	5	.....	19	6	5	.....	2	3	9	3	2	.....	.....	.....
Guysboro .....	.....	.....	26	11	39	.....	14	10	29	18	25	3	3	.....	.....	2	11	3	.....	.....	.....	.....
Halifax Co. ....	.....	.....	.....	.....	.....	97	.....	.....	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
" City .....	7	90	147	56	49	133	80	3	29	23	152	104	34	.....	20	29	.....	68	27	55	.....	.....
Hants .....	44	.....	142	22	31	121	22	35	11	4	58	13	4	.....	5	1	7	2	2	.....	.....	.....
Inverness .....	.....	.....	24	6	29	11	8	.....	.....	.....	26	7	1	10	.....	.....	5	.....	.....	.....	.....	.....
Kings .....	52	3	111	31	38	164	15	18	23	.....	24	18	9	1	8	2	.....	12	3	.....	.....	.....
Lunenburg .....	41	.....	66	43	60	66	8	8	6	.....	8	14	4	1	.....	1	.....	3	3	.....	.....	.....
Pictou .....	60	48	145	72	33	218	58	38	38	.....	81	42	62	.....	12	41	87	54	25	.....	.....	.....
Queens .....	.....	.....	26	69	8	41	8	6	6	.....	15	14	6	.....	6	6	.....	1	.....	.....	.....	.....
Richmond .....	.....	.....	20	4	2	10	2	.....	.....	.....	4	2	1	.....	.....	1	4	2	.....	.....	.....	.....
Shelburne .....	14	.....	59	27	23	58	16	10	10	.....	14	22	6	.....	9	21	6	.....	1	.....	.....	.....
Victoria .....	.....	6	20	6	2	10	15	2	2	.....	12	10	.....	.....	1	1	.....	.....	.....	.....	.....	.....
Yarmouth .....	20	1	43	23	18	39	48	6	12	.....	33	22	16	.....	3	6	64	39	28	.....	.....	.....
Total, 1891..	632	203	1291	632	479	1534	534	243	321	83	672	440	230	29	105	121	266	234	117	55	.....	.....
" 1890..	584	136	1126	571	446	1363	323	134	277	88	624	321	193	15	67	102	322	201	91	65	.....	.....
Increase..	48	67	165	61	33	171	206	169	44	.....	48	119	37	14	38	19	.....	33	26	.....	.....	.....
Decrease..	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	56	.....	.....	10	.....	.....

TABLE VII.

PUBLIC SCHOOLS : RECORD OF VISITATION.

COUNTY.	WINTER TERM.			SUMMER TERM.		
	No. of visits by Trustees and Secretary.	By Inspector.	By other Visitors.	No. of visits by Trustees and Secretary.	By Inspector.	By other Visitors.
Annapolis.....	315	96	1140	216	51	1203
Antigonish.....	416	49	1039	349	49	1114
Cape Breton.....	843	108	2403	663	102	1436
Colchester.....	415	67	1608	284	43	1329
Cumberland.....	522	129	2171	393	.....	1797
Digby.....	216	77	901	183	52	960
Guysboro.....	303	40	1460	250	53	1584
Halifax County.....	342	108	2225	333	128	1313
"    City.....	206	74	1192	123	53	740
Hants.....	271	100	1578	154	115	1312
Inverness.....	1128	66	2541	941	70	2209
Kings.....	374	111	1567	227	109	1288
Lunenburg.....	506	130	2540	379	115	1944
Pictou.....	607	89	2789	384	151	2083
Queens.....	125	40	260	96	46	506
Richmond.....	371	46	824	338	68	962
Shelburne.....	240	61	1142	148	67	982
Victoria.....	442	38	104	400	70	976
Yarmouth.....	365	109	1756	177	90	1723
Total, 1891..	8007	1538	29240	6038	1432	25551
"    1890..	8096	1586	29743	6758	1924	27439
Increase.....	.....	.....	.....	.....	.....	.....
Decrease.....	89	48	503	720	492	1888

TABLE VIII.--PUBLIC SCHOOLS: TIME IN SESSION.

COUNTY.	WINTER TERM.						SUMMER TERM.					
	No. of Schools open this term.	No. in session less than 80 days during this term.	No. in session 80 days or upwards, but less than 100.	Total No. in session less than 100 days.	No. in session 100 days or upwards, but less than full term.	Average No. of days all schools were in session.	No. of Schools open this term.	No. in session less than 80 days during this term.	No. in session 80 days or upwards, but less than 100.	Total No. in session less than 100 days.	No. in session 100 days or upwards, but less than full term.	Average No. of days all schools were in session.
Annapolis.....	108	3	8	11	40	57	113	14	6	10	54	49
Antigonish.....	84	.....	1	1	26	57	93	10	6	16	27	50
Cape Breton.....	150	.....	7	14	41	95	164	1	14	25	35	104
Colchester.....	138	3	5	8	67	63	142	5	11	16	52	74
Cumberland.....	159	6	14	20	53	86	177	12	13	25	64	102
Digby.....	89	3	3	6	34	49	93	2	3	5	45	43
Guysboro.....	78	1	4	5	36	37	89	8	8	16	27	46
Halifax County.....	126	4	15	19	32	75	147	10	6	16	45	86
Halifax City.....	119	1	.....	1	.....	118	121	1	.....	1	.....	120
Hants.....	115	6	4	10	35	70	118	5	8	13	55	50
Inverness.....	157	7	9	16	44	97	162	18	11	29	20	113
Kings.....	113	4	19	23	41	49	118	4	34	38	50	100
Lunenburg.....	136	3	3	6	43	107	152	1	7	8	37	107
Pictou.....	163	3	4	7	49	107	168	9	4	13	68	87
Queens.....	50	.....	.....	.....	22	28	56	.....	5	5	16	35
Richmond.....	61	1	3	4	23	34	70	4	3	7	18	45
Shelburne.....	78	1	3	4	41	33	73	1	5	6	52	15
Victoria.....	72	4	2	6	26	40	81	9	8	17	14	50
Yarmouth.....	104	.....	6	6	52	46	99	1	5	6	74	19
Total, 1891.....	2120	57	110	167	705	1248	2236	115	157	272	753	1211
" 1890.....	2109	77	107	184	848	1077	2243	156	222	378	827	1038
Increase.....	11	20	3	17	143	171	7	41	65	106	74	173
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
												1.3

TABLE IX.—COMPARATIVE STATEMENT OF EXPENDITURE OF GOVERNMENT GRANTS TO COMMON SCHOOLS AND OF SECTIONAL ASSESSMENT.

COUNTY.	Population.	GOVERNMENT GRANTS.										Amount voted at last Annual Meeting for school purposes, exclusive of building and repairs.	Amount voted for building and repairs.
		WINTER TERM.					SUMMER TERM.						
		No. of Schools in session.	No. of Pupils registered.	Sum of Grants.	Cost to Government per pupil.	No. of Schools in session.	No. of Pupils registered.	Sum of Grants.	Cost to Government per pupil.				
Annapolis.....	20598	108	3730	\$4521 78	\$1 21	113	3764	\$4517 17	\$1 20	\$13979 50	\$3632 00		
Antigonish.....	18065	84	2974	3287 63	1 10	92	3402	3224 68	97	7364 00	322 60		
Cape Breton.....	31238	150	5771	5891 21	1 02	164	6252	6272 70	1 00	16980 00	4580 00		
Colchester.....	26720	138	5150	5353 76	1 04	142	5498	5414 76	98	19723 00	3710 00		
Cumberland.....	27368	159	6537	6041 01	92	177	7233	6851 93	91	28993 00	2776 00		
Digby.....	19881	89	3392	3303 48	92	93	3980	3495 90	87	11065 75	5096 00		
Guyahoro.....	17808	78	3003	2770 90	92	89	3227	2995 54	92	8834 00	1076 00		
Halifax Co.....	31817	126	4926	4964 52	1 00	147	5841	5669 90	97	17868 00	1453 00		
“ City.....	36100	119	5987	5264 20	87	121	6791	5466 84	80	77013 00	7000 00		
Hants.....	23359	115	4447	4622 88	1 03	118	4383	4795 84	1 09	16207 00	2527 00		
Inverness.....	25651	157	5000	5649 64	1 12	162	5381	5836 57	1 08	6983 00	2369 33		
Kings.....	23469	113	4333	4373 48	1 00	118	4085	4547 50	1 11	34909 00	3552 00		
Lunenburg.....	28183	156	6197	5707 75	92	152	5755	5719 90	99	16138 00	2125 00		
Pictou.....	35535	163	6133	6625 51	1 08	188	6357	6675 75	1 05	23684 00	2280 00		
Queens.....	10577	50	1875	1910 23	1 01	56	1980	2220 81	1 12	6216 00	475 00		
Richmond.....	15121	61	2187	2208 30	1 01	70	2552	2532 36	99	4195 00	640 00		
Shelburne.....	14913	78	3049	3034 69	99	73	2755	2842 45	1 03	8950 00	3702 00		
Victoria.....	12470	72	2104	2359 55	1 12	81	2386	2648 93	1 11	4681 00	901 00		
Yarmouth.....	21281	104	4309	4109 48	95	99	4170	3858 05	92	19873 00	3205 00		
Total, 1891.....	440572	2120	81304	82000 00	1 00	2236	85792	85487 58	99	341655 75	51421 93		
“ 1890.....	440572	2109	82784	82000 00	99	2243	88170	85500 00	96	329069 50	51459 50		
Increase.....		11	1490		01	7	2878	12 42	03	15686 25	37 57		
Decrease.....													

TABLE X.—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, 1891.

STATIONS.	MALE			FEMALE			MALE B.			FEMALE B.			MALE C.		
	Male Candidates.	Female Candidates.	Total Candidates.	Candid'tes for Grade A.	Received Grade A.	Received Grade B.	Candid'tes for Grade B.	Received Grade B.	Received Grade C.	Received Grade D.	Failed.	Candid'tes for Grade B.	Received Grade B.	Received Grade C.	Received Grade D.
Amherst.....	5	48	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Antigonish .....	18	43	61	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arichat .....	19	9	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Baddeck .....	25	26	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Barrington .....	2	13	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bridgetown .....	26	61	82	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cheticamp .....	21	14	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clare .....	3	19	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Digby .....	5	14	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Guyboro .....	6	20	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Halifax .....	13	80	93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentville .....	25	55	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Liverpool .....	13	27	40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lunenburg .....	9	65	74	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Margate Forks .....	18	18	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Glasgow .....	25	36	61	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Normal School .....	9	70	79	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pictou .....	16	33	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Port Hawkesbury .....	6	11	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Port Hood .....	31	33	64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shelburne .....	9	22	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sherbrooke .....	2	9	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sydney .....	35	53	88	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tatamagouche .....	5	28	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Truro .....	11	76	87	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Windsor .....	12	37	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Yarmouth .....	10	40	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
<b>Total, 1891.....</b>	<b>374</b>	<b>960</b>	<b>1334</b>	<b>11</b>	<b>5</b>	<b>5</b>	<b>87</b>	<b>20</b>	<b>37</b>	<b>17</b>	<b>13</b>	<b>78</b>	<b>26</b>	<b>24</b>	<b>24</b>
<b>" 1890.....</b>	<b>362</b>	<b>882</b>	<b>1244</b>	<b>14</b>	<b>8</b>	<b>3</b>	<b>94</b>	<b>49</b>	<b>30</b>	<b>11</b>	<b>4</b>	<b>69</b>	<b>39</b>	<b>21</b>	<b>5</b>
<b>Increase .....</b>	<b>12</b>	<b>78</b>	<b>90</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>29</b>	<b>7</b>	<b>6</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>19</b>	<b>8</b>
<b>Decrease .....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>	<b>.....</b>

TABLE X.—(CONTINUED). PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, 1891.

STATIONS.	FEMALE C.				MALE D.				FEMALE D.				Total received Grade A.	Total received Grade B.	Total received Grade C.	Total received Grade D.	No. rec'd high er Grade than held before.	No. rec'd same held before.	No. rec'd low-er Grade than held before.	New applica-ble for license.	No. rec'd grade applied for.	No. rec'd low-er Grade than applied for.	No. failed.
	Candidates for Grade C.	Received Grade C.	Failed Grade D.	Failed.	Candidates for Grade D.	Received Grade D.	Failed Grade D.	Failed.	Candidates for Grade D.	Received Grade D.	Failed Grade D.	Failed.											
Amherst.....	26	11	9	6	6	6	1	11	18	7	11	11	2	12	10	33	5	5	2	21	20	13	20
Antigonish.....	21	6	14	1	1	2	1	13	26	2	13	28	3	14	21	38	10	6	1	21	20	18	23
Ariohat.....	3	2	1	1	9	3	6	6	26	6	6	6	6	6	7	13	3	5	1	5	7	6	16
Baddeck.....	3	1	1	2	14	5	9	15	2	7	15	15	.....	4	20	24	3	7	1	13	15	9	27
Barrington.....	6	2	1	3	1	1	1	1	17	2	5	6	.....	2	4	6	4	.....	.....	5	4	2	9
Bridgetown.....	46	13	6	27	1	1	1	9	10	1	9	9	2	26	11	39	7	6	1	25	25	14	43
Bridgetown.....	3	2	.....	3	13	4	9	10	11	1	10	9	1	1	7	9	1	3	.....	5	5	4	26
Cheticamp.....	2	2	.....	.....	3	.....	3	2	7	2	15	15	.....	2	2	4	2	.....	.....	2	2	4	15
Clare.....	10	2	3	5	.....	.....	.....	2	4	2	2	2	.....	2	7	9	1	1	.....	7	4	5	10
Digby.....	12	4	5	3	.....	.....	.....	1	28	4	1	1	9	7	11	19	4	5	.....	10	11	8	7
Guyssboro.....	45	17	16	12	.....	.....	.....	18	4	6	18	1	9	22	28	60	18	10	1	31	31	29	33
Halifax.....	40	10	9	21	1	.....	.....	1	5	4	1	6	6	21	22	49	10	6	3	30	25	24	31
Kentville.....	18	7	5	6	1	.....	.....	1	37	1	6	.....	4	14	9	27	5	4	.....	18	17	10	13
Liverpool.....	31	10	10	11	1	.....	.....	1	13	4	26	26	.....	14	19	33	7	4	1	21	20	13	41
Lunenburg.....	4	1	2	1	9	1	8	4	4	3	11	11	.....	3	8	11	2	3	1	5	7	4	25
Marassee Forks.....	26	8	9	9	5	.....	5	7	7	2	5	.....	1	22	17	40	6	10	1	23	18	22	21
New Glasgow.....	48	21	9	18	.....	.....	.....	1	5	1	4	.....	8	31	17	56	20	10	3	23	31	25	23
Normal School.....	21	3	10	8	2	.....	2	7	5	1	7	7	1	13	15	30	3	11	1	15	9	21	19
Pictou.....	7	4	2	1	3	.....	3	3	4	1	3	.....	1	6	4	10	2	3	.....	5	7	3	7
Port Hawkesbury.....	8	.....	2	6	17	2	15	21	24	3	21	21	1	4	10	15	5	2	2	8	10	5	49
P.ri Hood.....	17	3	8	6	.....	.....	.....	4	4	2	.....	.....	1	9	13	23	3	6	.....	14	7	16	8
Shelburne.....	4	2	1	1	.....	.....	.....	1	1	1	.....	.....	1	3	2	9	4	2	.....	3	7	2	2
Sherbrooke.....	27	3	6	18	12	2	10	22	24	2	22	22	2	2	9	16	7	7	2	11	11	16	61
Sydney.....	9	2	5	2	1	1	.....	14	19	5	14	14	.....	4	12	16	2	2	1	11	10	6	17
Tatamagouche.....	47	11	13	23	1	1	.....	19	29	0	19	19	.....	17	27	44	5	10	.....	29	27	17	43
Truro.....	25	6	7	12	1	1	.....	8	9	1	8	8	4	10	14	28	8	6	.....	14	15	13	21
Windsor.....	19	5	7	7	1	1	.....	16	17	1	16	16	4	9	13	26	6	2	1	17	12	14	24
Yarmouth.....	528	155	160	213	102	23	79	273	333	80	273	5	51	286	356	698	150	136	20	392	379	319	636
Total, 1891.....	477	149	133	195	81	30	51	218	337	119	218	8	91	261	358	718	172	106	8	432	432	266	526
" 1890.....	61	6	27	18	21	7	.....	55	16	39	.....	.....	3	40	25	.....	22	30	12	40	73	53	110
Increase.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....



TABLE XI.

## SPECIAL GOVERNMENT AID TO POOR SECTIONS.

COUNTY.	Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	Winter Term.	Summer Term.	
Annapolis.....	\$107 96	\$152 69	\$260 65
Antigonish .....	82 35	85 20	167 65
Cape Breton.....	76 07	123 05	199 12
Colchester .....	144 10	155 90	300 90
Cumberland .....	92 91	128 44	221 35
Digby .....	82 20	98 27	180 47
Guysboro .....	62 79	87 02	149 81
Halifax .....	119 62	130 80	250 42
Hants .....	90 03	91 63	181 66
Inverness .....	100 07	81 55	181 62
Kings .....	106 79	162 24	269 03
Lunenburg.....	107 30	131 71	239 01
Pictou.....	76 16	80 25	156 41
Queens .....	83 08	109 17	192 25
Richmond.....	65 30	92 50	157 80
Shelburne .....	31 22	44 11	85 33
Victoria .....	65 38	56 54	121 92
Yarmouth .....	106 74	76 07	182 81
Total, 1891....	\$1610 07	\$1887 14	\$3497 21
" 1890....	1642 30	2058 29	3700 59
Increase .....	.....	.....	.....
Decrease .....	32 23	171 15	203 38

TABLE XII.

## POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools.		Amount of County Assessment paid to these Schools over and above ordinary allowance.		
	Winter Term.	Summer Term.	Winter Term.	Summer Term.	Total.
Annapolis, County of.....	15	22	\$101 29	\$145 72	\$247 01
Antigonish, ".....	11	17	79 06	112 12	191 18
Cape Breton, ".....	16	22	105 99	116 66	222 65
Colchester, ".....	17	23	104 82	141 28	246 10
Cumberland ".....	12	20	76 59	103 68	180 27
Digby, District of.....	12	13	81 93	93 36	175 29
Clare, ".....	3	5	25 40	34 91	60 31
Guysboro' ".....	3	6	21 36	39 38	60 74
St. Mary's, ".....	5	4	38 59	33 80	72 39
Halifax, County of.....	13	16	106 94	109 35	216 29
Hants, District of East....	8	9	47 07	58 55	105 62
" " West.....	7	11	47 76	71 85	119 41
Inverness, County of.....	16	13	111 49	88 99	200 48
Kings, ".....	18	23	103 59	170 20	273 79
Lunenburg and New Dublin.	8	12	53 83	78 28	132 11
Chester, District of.....	7	7	45 15	50 04	95 19
Pictou, County of.....	12	17	76 49	114 83	191 32
Queens, ".....	11	15	83 37	96 92	180 29
Richmond ".....	12	13	76 49	91 12	167 61
Shelburne, District of.....	3	2	13 69	12 33	26 02
Barrington, ".....	3	4	23 10	26 87	49 97
Victoria, County of.....	9	8	69 44	53 97	123 41
Yarmouth, District of.....	8	6	47 49	37 88	85 37
Argyle ".....	7	7	60 55	54 94	115 49
Total, 1891.....	236	295	1601 48	1936 83	3538 31
" 1890.....	233	304	1593 06	1996 72	3589 78
Increase.....	3	.....	8 42	.....	.....
Decrease.....	.....	9	.....	59 89	51 47

TABLE XIII.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR WINTER TERM ENDED  
APRIL 30, 1891.

MUNICIPALITIES.	Grand total days' attendance made by all the Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Blind Institution, Halifax.	Total amount apportioned.	Amount per Pupil in attendance the Full Term.
Annapolis .....	242578	\$1354 79	\$1607 39	\$37 50	\$ 90 00	\$3089 68	\$ 74
Antigonish .....	170883	1072 55	1636 45	.....	.....	2709 00	1 09
Cape Breton .....	368796	1851 52	2783 08	.....	60 00	4694 55	86
Colchester .....	341310	1534 40	1586 56	37 50	330 00	3488 46	67
Cumberland .....	396160	1963 87	1915 18	75 00	150 00	4104 85	53
Digby .....	145047	734 27	984 35	22 83	73 04	1814 49	78
Clare .....	84256	375 98	729 24	14 67	46 96	1166 85	1 00
Guysboro' .....	133184	671 05	1223 97	26 98	.....	1922 00	1 04
St. Mary's .....	46131	309 59	427 89	10 52	.....	748 00	1 03
Halifax County .....	313198	1307 44	2650 06	37 50	180 00	4175 00	1 18
Hants, East .....	127367	690 15	903 69	.....	58 16	1552 00	71
"    West .....	152556	607 22	980 95	.....	61 84	1650 00	95
Inverness .....	299361	1923 73	1942 64	.....	.....	3866 37	75
Kings .....	278249	1383 33	2100 17	37 50	.....	3521 00	85
Lunenburg and New Dublin .....	354799	1624 21	1840 34	30 78	24 63	3519 96	60
Chester .....	60663	328 32	426 81	6 72	5 37	767 22	82
Pictou .....	404609	2035 08	3114 92	150 00	30 00	5330 00	88
Queens .....	124026	667 27	917 33	.....	.....	1584 60	86
Richmond .....	132361	764 36	1438 94	.....	60 00	2263 30	1 23
Shelburne .....	105077	533 23	564 07	.....	62 20	1159 50	62
Barrington .....	93058	434 31	585 34	.....	57 80	1077 45	73
Victoria .....	129039	833 60	986 40	.....	.....	1870 00	88
Yarmouth .....	177895	793 73	880 49	20 28	32 45	1726 95	57
Argyle .....	130851	536 32	884 06	17 22	27 55	1465 65	78
Total, 1891...	4810954	\$24330 32	\$33011 06	\$525 00	\$1350 00	\$59266 88	84
"    1890...	4844399	24381 39	33153 85	562 50	1230 00	59327 74	82
Increase .....	.....	.....	.....	.....	120 00	.....	02
Decrease .....	33445	57	142 79	37 50	.....	60 86	.....

TABLE XIV.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR SUMMER TERM ENDED  
OCTOBER 31, 1891.

MUNICIPALITIES.	Grand total days' attendance made by all the Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount apportioned.	Amount per Pupil in attendance the Full Term.
Annapolis .....	237487	\$1440 16	\$1492 08	\$37 50	\$120 00	\$3089 74	\$ 67
Antigonish .....	160492	1136 74	1572 26	.....	.....	2709 00	91
Cape Breton .....	868906	1994 48	2621 45	.....	60 00	4675 93	75
Colchester .....	388004	1581 05	1592 50	75 00	240 00	3488 55	59
Cumberland .....	417089	2157 77	1753 11	75 00	120 00	4105 88	45
Digby .....	139687	708 46	1029 61	22 88	54 78	1815 68	81
Clare .....	110337	479 32	637 64	14 67	35 22	1166 85	64
Guyaboro' .....	126431	759 86	1135 66	26 98	.....	1922 00	94
St. Mary's .....	48707	317 28	420 20	10 52	.....	748 00	91
Halifax County .....	361657	1622 06	2202 94	.....	150 00	3975 00	78
Hants, East .....	122884	673 44	820 40	.....	58 16	1552 00	72
"    West .....	140691	678 98	909 18	.....	61 84	1650 00	85
Inverness .....	184547	1971 99	1815 01	.....	60 00	3847 00	65
Kings .....	238903	1455 36	2027 14	37 50	.....	3520 00	88
Lunenburg and New Dublin .....	295729	1598 96	1836 96	30 78	49 26	3515 96	66
Chester .....	57653	333 36	416 56	6 72	10 74	767 38	75
Pictou .....	380903	2072 69	3002 81	225 00	36 00	5330 00	84
Queens .....	126482	739 11	809 46	37 50	.....	1586 07	66
Richmond .....	144856	889 85	1290 02	.....	90 00	2369 87	96
Shelburne .....	95488	496 78	631 62	.....	31 10	1159 50	60
Barrington .....	89389	411 86	636 69	.....	28 90	1077 45	77
Victoria .....	122944	1007 75	862 25	.....	.....	1870 00	76
Yarmouth .....	156561	722 49	972 01	.....	32 45	1726 95	67
Argyle .....	128905	521 42	916 58	.....	27 55	1465 65	77
Total, 1891 .....	4688631	\$25770 82	\$31403 64	\$606 00	\$1260 00	\$59034 46	\$ 75
"    1890 .....	4852042	25856 05	31275 81	600 00	1290 00	59021 86	72
Increase .....	.....	.....	127 88	.....	.....	12 60	03
Decrease .....	163411	85 23	.....	.....	30 00	.....	.....

TABLE XV.—EXPENDITURE OF GOVERNMENT FUNDS: PUBLIC SCHOOLS, COUNTY ACADEMIES, &amp;c.

COUNTY.	COMMON SCHOOLS.			County Academies for the year.	Total Assignable to Counties.	OTHER SERVICES AND TOTAL EXPENDITURE FOR EDUCATION.	
	Paid to Teachers—Winter Term.	Paid to Teachers—Summer Term.	TOTAL.				
Annapolis .....	\$4521 78	\$4517 17	\$9038 95	\$ 500 00	\$9538 95	Inspectors' Salaries.....	\$12300 00
Antigonish .....	3287 68	3824 31	6612 31	1000 00	7612 31	“ Stationery, Postage, &c .....	500 00
Cape Breton .....	5891 21	6272 70	12163 91	1000 00	13162 91	Examination .....	861 84
Colchester .....	5353 76	5414 76	10768 52	1500 00	12268 52	Travelling Expenses—Normal School Pupils.....	701 10
Cumberland .....	6041 01	6651 93	12692 94	500 00	13192 94	Salaries .....	8000 00
Digby .....	3303 48	3495 90	6799 38	500 00	7299 38	Travelling Expenses—Superintendent .....	400 00
Guyssboro .....	2770 90	2995 54	5766 44	500 00	6266 44	Office Expenses, (Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, &c.) .....	1528 27
Halifax County .....	4964 52	5669 90	10634 42	.....	10634 42	Total .....	19291 21
“ City .....	5264 20	5466 84	10731 04	1720 00	12451 04	Last Column.....	181610 91
Hants .....	4622 88	4795 84	9418 72	500 00	9918 72	Total for Public Schools, 1891.....	200902 12
Inverness .....	5649 64	5836 57	11486 21	500 00	11986 21	“ “ 1890.....	200450 57
Kings .....	4373 48	4547 50	8920 98	500 00	9420 98	Increase .....	\$451 55
Lunenburg .....	5707 75	5719 90	11427 65	500 00	11927 65	Total for Public Schools.....	\$200902 12
Pictou .....	6625 51	6675 75	13301 26	1720 00	15021 26	“ Institution for Deaf and Dumb, and Halifax School for the Blind .....	3007 50
Queens .....	1910 23	2220 81	4131 04	500 00	4631 04	“ Normal and Model Schools .....	6950 00
Richmond .....	2208 30	2532 36	4740 66	*750 00	5490 66	“ School of Agriculture .....	1682 84
Shelburne.....	3034 69	2842 45	5877 14	500 00	6377 14	“ Government Night Schools .....	1362 55
Victoria .....	2359 55	2648 93	5008 48	433 33	5441 81	Total Expenditure, 1891.....	213905 01
Yarmouth .....	4109 48	3858 05	7967 53	1000 00	9967 53	“ “ 1890.....	213483 57
Total, 1891.....	82000 00	85487 58	167487 58	14123 33	181610 91	Increase .....	\$471 44
“ 1890.....	82000 00	85500 00	167500 00	13640 00	181140 00		
Increase .....		.....	.....	483 33	470 91		
Decrease .....		12 42	12 42	.....	.....		

\*\$20.00 of this sum was for the term ended Oct. 31st, 1890.

**TABLE XVI.—AVERAGE SALARY OF FEMALE TEACHERS FOR THE SCHOOL YEAR 1890-91.**  
*From Rates paid during Term ended April 30th, 1891.*

COUNTY.	ANNUAL AVERAGE SALARY OF MALE TEACHERS.									
	1ST CLASS—GRADES A AND B.			2ND CLASS—GRADE C.			3RD CLASS—GRADE D.			Total.
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	
Annapolis.....	\$112 08	\$282 38	\$394 41	\$84 06	\$183 44	\$267 50	\$56 04	\$105 00	\$161 04	
Antigonish.....	112 08	285 48	347 54	84 06	190 50	214 56	56 04	112 67	168 71	
Cape Breton.....	112 08	284 60	396 68	84 06	130 68	214 74	56 04	113 27	169 81	
Colchester.....	112 08	487 00	599 08	84 06	208 00	292 06	56 04	80 00	136 04	
Cumberland.....	112 08	350 80	462 88	84 06	139 14	223 20	56 04	200 00	256 04	
Digby.....	112 08	296 80	408 00	84 06	210 00	294 06	56 04	185 00	241 04	
Guyssboro.....	112 08	352 50	464 58	84 06	147 33	231 39	56 04	116 66	172 70	
Halifax County.....	112 08	402 00	514 08	84 06	207 00	291 06	56 04	120 00	176 04	
" City.....	112 08	367 92	980 00	.....	.....	.....	.....	.....	.....	
Hants.....	112 08	318 00	430 08	84 06	242 85	326 91	56 04	135 00	191 04	
Inverness.....	112 08	118 00	230 08	84 06	104 00	188 06	56 04	132 00	188 04	
Kings.....	112 08	274 36	336 44	84 06	223 00	307 06	56 04	160 00	216 04	
Lenenburg.....	112 08	305 00	417 08	84 06	136 00	220 06	56 04	95 00	151 04	
Pictou.....	112 08	408 84	520 92	84 06	139 16	233 22	56 04	138 00	194 04	
Queens.....	112 08	294 00	406 08	84 06	208 34	292 40	56 04	115 00	171 04	
Richmond.....	112 08	160 71	272 79	84 06	144 16	228 22	56 04	106 50	162 54	
Shelburne.....	112 08	261 50	373 58	84 06	260 86	344 92	56 04	130 67	186 71	
Victoria.....	112 08	226 00	338 08	84 06	119 00	203 06	56 04	110 00	166 04	
Yarmouth.....	112 08	468 00	530 08	84 06	243 71	327 77	56 04	183 33	239 37	
Total, 1891.....	\$112 08	\$336 51	\$448 59	\$84 06	\$176 51	\$260 57	\$56 04	\$129 89	\$185 93	
" 1890.....	113 48	326 48	439 96	85 10	164 23	249 33	56 74	125 47	182 21	
Increase.....	1 40	10 03	8 68	1 04	12 28	11 24	.....	4 42	3 72	
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

TABLE XVI.—AVERAGE SALARY OF FEMALE TEACHERS FOR THE SCHOOL YEAR 1890-91.  
*From Rates paid during Term ended April 30th, 1891.*

COUNTY.	ANNUAL AVERAGE SALARY OF FEMALE TEACHERS.									
	1ST CLASS—GRADE B.			2ND CLASS—GRADE C.			3RD CLASS—GRADE D.			
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Total.
Annapolis .....	\$112 08	\$160 00	\$272 08	\$84 06	\$119 88	\$203 94	\$56 04	\$88 39	\$144 43	
Antigonish .....	112 08	160 00	272 08	84 06	111 90	195 96	56 04	85 30	141 34	
Cape Breton .....	112 08	182 33	295 41	84 06	145 00	229 06	56 04	94 33	150 37	
Colchester .....	112 08	169 25	281 33	84 06	144 60	228 66	56 04	90 21	146 25	
Cumberland .....	112 08	164 28	276 36	84 06	143 83	227 89	56 04	99 79	155 83	
Digby .....	112 08	188 12	250 20	84 06	107 41	191 47	56 04	101 00	157 04	
Guyaboro .....	112 08	162 50	274 58	84 06	123 40	207 46	56 04	98 37	154 41	
Halifax County .....	112 08	186 00	298 03	84 06	153 00	237 06	56 04	105 00	161 04	
“ City .....	112 08	347 92	460 00	84 06	293 94	378 00	56 04	243 96	300 00	
Hants .....	112 08	169 33	281 41	84 06	141 50	225 56	56 04	93 74	149 78	
Inverness .....	112 08	118 00	230 08	84 06	104 00	188 06	56 04	132 00	188 04	
Kings .....	112 08	201 00	313 08	84 06	134 44	218 50	56 04	102 20	158 24	
Lenenburg .....	112 08	173 20	285 28	84 06	134 28	218 34	56 04	107 50	163 54	
Pictou .....	112 08	181 24	293 32	84 06	147 20	231 26	56 04	95 07	151 11	
Queens .....	112 08	120 00	232 08	84 06	127 50	211 56	56 04	98 40	154 44	
Richmond .....	112 08	80 00	192 08	84 06	80 00	164 06	56 04	86 58	142 62	
Shelburne .....	112 08	166 00	278 08	84 06	126 00	210 06	56 04	98 19	154 23	
Victoria .....	112 08	220 00	332 08	84 06	125 00	209 06	56 04	110 00	166 04	
Yarmouth .....	112 08	205 00	317 08	84 06	178 20	262 26	56 04	112 87	168 91	
Total, 1891 .....	\$112 08	\$173 95	\$286 03	\$84 06	\$139 00	\$223 06	\$56 04	\$107 52	\$163 56	
“ 1890 .....	118 48	185 54	299 02	85 10	135 95	221 05	56 74	101 19	157 93	
Increase .....	.....	.....	.....	.....	3 05	2 01	.....	6 33	5 63	
Decrease .....	1 40	11 59	12 99	1 04	.....	.....	.....	.....	.....	



TABLE XVII.—GOVERNMENT NIGHT SCHOOLS.

COUNTY.	SECTION.	TEACHER.	ASSISTANT.	Pupils Enrolled.	Average Attendance.	No. of Sessions.
Lunenburg .....	Bridgewater .....	Geo. M. Huggins .....	.....	29	22	51
Parrsboro .....	Cumberland .....	I. C. Craig .....	.....	36	22	36
Springhill (1) .....	do. ....	N. D. McTavish .....	.....	86	32	49
" (1) .....	do. ....	.....	Lou. Ella Logan .....	.....	.....	.....
" (2) .....	do. ....	John D. Pardy .....	.....	38	10	49
Thorburn .....	Pictou .....	John A. Cameron .....	.....	28	10	37
Stellarton .....	do. ....	Albert Culton .....	.....	51	18	49
Westville .....	do. ....	A. S. McKenzie .....	.....	113	45	51
" .....	do. ....	.....	Michael Muir .....	.....	.....	.....
Victoria Mines .....	Cape Breton .....	Wm. Haggarty .....	.....	51	20	46
Little Bras D'or .....	do. ....	Mark P. Collins .....	.....	36	18	46
Bridgeport .....	do. ....	Wm. Young .....	.....	64	24	51
Cow Bay .....	do. ....	W. D. Morrison .....	.....	56	24	51
Reserve .....	do. ....	J. D. Bisset .....	.....	51	14	50
Sydney Mines .....	do. ....	J. D. McNeil .....	.....	36	16	51
Glace Bay .....	do. ....	Wm. McIsaac .....	.....	55	16	25
Caledonia Mines .....	do. ....	do. ....	.....	93	23	45

ACADEMY.	PRINCIPAL.	NUMBER OF PUPILS, AGE, &c.																	No. of Females.	
		INSTRUCTORS.																		No. of Males.
		No. of Teachers.	No. of Assistants.	No. of Depart- ments.	No. of Pupils enrol- led during year.	Average No. of Pu- pils daily present during year.	Average No. of Pu- pils daily present during winter term.	Average No. of Pu- pils daily present during summer term.	No. of 1st years Pupils.	No. of 2nd years Pupils.	No. of 3rd years Pupils.	No. of Pupils be- longing to Section	No. of Pupils be- longing to Co., but outside of Section.	No. of Pupils from outside of County.	No. of Pupils under 15 years of age.	No. of Pupils over 15 years of age.	Average age of Pupils.			
Annapolis .....	W. M. McVicar, A.M. ....	1	....	1	47	26.4	29.2	23.1	31	11	5	25	21	1	17	30	15.9	21		
Antigonish .....	{ Rev. N. McNeill, D.D. { Rev. D. A. Chisholm, D.D. }	3	2	5	157	83.	97.8	61.	41	59	57	47	33	77	33	124	17.5	105		
Cape Breton .....	E. T. McKeen .....	2	....	2	80	42.5	49.8	35.1	36	28	16	41	27	12	22	58	18.	54		
*Colchester .....	W. R. Campbell, B.A. ....	3	....	3	180	92.	103.1	78.3	100	42	10	28	127	8	125	55	15.5	88		
Cumberland .....	H. S. Freeman, B.A. ....	2	....	2	67	35.7	32.6	39.1	33	25	9	51	16	....	22	45	15.3	31		
Digby .....	John F. Godfrey .....	1	....	1	35	17.8	19.9	15.8	16	12	7	26	7	2	8	27	16.	17		
Guysboro .....	I. M. Longley, B.A. ....	1	....	1	41	19.8	19.3	20.3	21	16	4	27	12	2	15	26	15.	17		
*Halifax .....	A. H. MacKay, B.A., B.Sc. ....	6	....	6	302	197.	201.	189.	121	105	51	239	46	17	102	200	15.7	159		
Hants .....	John. A. Smith, B.A. ....	1	....	1	50	26.8	32.6	20.9	22	22	6	42	7	1	14	86	16.	18		
Inverness .....	John E. Eaton, B.A. ....	1	....	1	51	24.8	30.7	18.8	28	21	2	39	9	3	20	31	16.	23		
Kings .....	Angus McLeod .....	1	....	1	58	30.8	29.8	31.7	26	16	16	42	15	1	32	26	15.	23		
Lunenburg .....	B. McKittrick, B.A. ....	1	....	1	54	28.	30.	26.	31	16	7	44	10	....	37	17	15.	12		
*Pictou .....	Robt. McLellan .....	4	....	4	256	130.	161.	93.6	82	71	27	123	75	58	38	218	17.4	143		
Queens .....	Nicholas Smith .....	1	....	1	55	32.8	32.7	33.	28	19	8	33	22	....	8	47	15.7	20		
Richmond .....	S. A. Morton, B.A. ....	1	....	1	36	15.3	17.4	13.3	16	9	1	18	8	....	9	17	16.	16		
Shelburne .....	C. Stanley Bruce .....	1	....	1	50	27.8	31.4	23.5	15	27	8	42	8	....	27	23	15.3	25		
Victoria .....	J. J. Buchanan, B.A. ....	1	....	1	46	19.6	21.5	17.6	22	14	10	31	13	2	15	31	16.5	31		
Yarmouth .....	A. Cameron .....	2	2	2	108	55.	59	51.	47	40	21	100	8	....	24	84	15.9	39		
Total, 1891....	.....	33	4	35	1663	905.1	988.8	791.1	716	553	394	1097	382	184	568	1095	15.9	847		
" 1890....	.....	32	5	33	1519	805.3	882.6	716.9	636	526	357	1016	349	154	522	997	15.6	784		
Increase .....	.....	1	....	2	144	99.8	106.2	74.2	80	27	37	81	33	30	46	98	.3	63		
Decrease .....	.....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....		

Where double figures occur in connection with the Returns of these Institutions, the upper indicates the *third* year pupils; the lower the *fourth*.

TABLE XVIII.—COUNTY ACADEMIES.—Continued. ANNUAL EXAMINATION.

ACADEMY.	DATE OF EXAMINATION.	No. of Pupils on Register at date of Examination.	No. of Pupils Presented for Examination by Years.				No. of Pupils Passed by Years.				Total No. of Pupils passed.
			1st Year.	2nd Year.	3rd Year.	4th Year.	1st Year.	2nd Year.	3rd Year.	4th Year.	
Annapolis .....	Feb. 12th, and 13th .....	38	21	10	4	.....	18	8	4	.....	30
Antigonish .....	March 10th and 11th .....	125	22	48	25	10	18	45	24	10	97
Cape Breton .....	June 24th .....	50	20	17	7	.....	18	15	7	.....	40
Colchester .....	Feb. 23rd .....	141	51	26	26	.....	48	24	25	.....	97
Cumberland .....	Feb. 25th .....	42	17	10	8	.....	14	8	7	.....	29
Digby .....	Feb. 9th .....	27	10	6	5	.....	8	5	4	.....	17
Guyaboro .....	June 29th .....	38	14	11	2	.....	12	8	2	.....	22
Halifax County .....	May 18th and 18th .....	242	95	74	31	23	90	71	28	21	210
Hants .....	June 15th .....	32	10	11	4	.....	8	9	4	.....	21
Inverness .....	July 1st .....	35	11	14	.....	.....	8	12	.....	.....	20
Kings .....	June 16th .....	51	16	15	10	.....	13	13	9	.....	35
Lunenburg .....	June 1st .....	38	12	14	5	.....	9	12	5	.....	26
Pictou .....	March 12th and 13th .....	207	42	52	52	17	35	50	50	17	152
Queens .....	June 4th .....	45	24	16	1	.....	20	15	1	.....	36
Richmond .....	June 26th .....	19	10	7	1	.....	8	6	1	.....	15
Shelburne .....	June 3rd .....	38	8	15	5	.....	6	13	5	.....	24
Victoria .....	June 25th .....	36	7	9	3	.....	5	8	3	.....	16
Yarmouth .....	Feb. 10th and 11th .....	81	26	25	16	.....	23	23	15	.....	61
Total, 1891 .....	.....	1280	416	380	205	50	361	345	194	48	948
" 1890 .....	.....	1199	365	338	208	60	315	306	199	60	830
Increase .....	.....	81	48	42	3	.....	46	39	5	.....	68
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XVIII.—COUNTY ACADEMIES—Continued.

ACADEMY.	LIBRARY AND APPARATUS.						INCOME.			EXPENDITURE.			
	No. of Bound Volumes in Lib.	No. of Globes.	No. of Wall Maps.	No. of Dictionaries and Gazettes.	Cash Value of other Apparatus.		From Fees.	Provincial Grant.	From other Sources.	Salaries of Teachers.	Expended on Buildings.	Expended for Books and Apparatus.	Miscellaneous.
Annapolis .....	.....	2	13	2	\$75 00		.....	\$500 00	\$960 00	\$ 850 00	.....	\$10 00	.....
Antigonish .....	1900	3	26	5	550 00		.....	1000 00	1965 00	2400 00	\$ 263 00	72 00	\$230 00
Cape Breton .....	200	2	22	5	260 00		.....	1000 00	725 00	1575 00	90 00	60 00	.....
Colchester .....	55	1	9	4	200 00		.....	1500 00	1500 00	2450 00	100 00	50 00	400 00
Cumberland .....	6	1	6	3	100 00		.....	500 00	505 00	1000 00	.....	5 00	.....
Digby .....	.....	.....	.....	1	25 00		.....	500 00	400 00	750 00	.....	.....	150 00
Guysboro .....	200	1	10	2	35 00		.....	500 00	300 00	750 00	.....	.....	.....
Halifax County .....	700	1	40	7	800 00		83 50	1720 00	9320 98	6991 75	360 00	75 00	3697 73
Hants .....	.....	2	12	2	50 00		12 00	500 00	413 00	900 00	.....	25 00	.....
Inverness .....	.....	1	7	2	50 00		.....	500 00	238 74	750 00	10 00	13 50	15 24
Kings .....	.....	2	11	1	.....		.....	500 00	512 00	900 00	20 00	17 00	75 00
Lunenburg .....	160	2	20	3	150 00		.....	500 00	1300 00	1000 00	500 00	100 00	200 00
Pictou .....	1150	2	53	4	1500 00		408 00	1720 00	1615 00	3435 00	28 00	20 00	160 00
Queens .....	.....	2	20	7	50 00		.....	500 00	290 00	750 00	.....	40 00	.....
Richmond .....	.....	1	10	2	50 00		.....	*750 00	250 00	750 00	.....	.....	250 00
Shelburne .....	.....	2	25	2	60 00		.....	500 00	350 00	750 00	.....	.....	.....
Victoria .....	.....	1	4	2	100 00		.....	433 33	296 67	650 00	.....	.....	80 00
Yarmouth .....	.....	2	24	5	375 00		.....	1000 00	1565 00	2525 00	.....	40 00	.....
Total, 1891 .....	4371	28	312	59	\$4430 00		\$503 50	\$14123 33	\$21756 39	\$29176 75	\$1371 00	\$577 50	\$5257 97
" 1890 .....	4145	25	318	50	4345 00		390 60	13640 00	30312 23	27627 61	12532 16	399 31	3783 15
Increase .....	226	3	.....	9	85 00		113 50	433 33	.....	1549 14	.....	178 19	1474 82
Decrease .....	.....	.....	6	.....	.....		.....	.....	8555 84	.....	11161 16	.....	.....

\*\$250.00 of this sum was for the term ended Oct. 31st, 1890.

TABLE XVII.—COUNTY ACADEMIES—Continued.

ACADEMY.	STUDIES OF PUPILS.																	
	English Language.			Composition.			English Literature.			Geography.			History.			Arithmetic.		
	Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis.....	31	11	5	31	11	5	4	31	11	5	31	11	5	31	11	5	31	11
*Antigonish.....	41	59	....	41	59	....	48	41	59	....	41	59	30	41	59	....	45	45
Cape Breton.....	36	28	16	36	28	16	....	36	28	16	36	28	16	36	28	16	36	28
*Colchester.....	100	42	19	100	42	10	28	100	42	10	28	100	42	10	28	100	42	10
Cumberland.....	33	25	....	33	25	....	....	33	25	....	33	25	....	33	25	....	33	25
Digby.....	16	12	....	16	12	....	....	16	12	....	16	12	....	16	12	....	16	12
Guyabore.....	21	16	....	21	16	....	....	21	16	....	21	16	....	21	16	....	21	16
*Halifax.....	121	105	51	121	105	51	105	121	105	51	121	105	51	121	105	51	121	105
Hants.....	22	22	6	22	22	6	....	22	22	6	22	22	6	22	22	6	22	22
Inverness.....	26	23	....	26	23	....	16	23	....	26	23	....	26	23	....	26	23	....
Kings.....	26	16	....	26	16	....	....	26	16	....	26	16	....	26	16	....	26	16
Launceburg.....	31	16	....	31	16	....	....	31	16	....	31	16	....	31	16	....	31	16
*Pictou.....	82	71	76	82	71	76	76	82	71	76	82	71	76	82	71	76	82	71
Queens.....	28	19	7	28	19	7	....	28	19	7	28	19	7	28	19	7	28	19
Richmond.....	16	9	1	16	9	1	4	16	9	1	16	9	1	16	9	1	16	9
Shelburne.....	15	27	8	15	27	8	11	15	27	8	15	27	8	15	27	8	15	27
Victoria.....	22	14	....	22	14	....	....	22	14	....	22	14	....	22	14	....	22	14
Yarmouth.....	47	40	21	47	40	21	40	47	40	21	47	40	21	47	40	21	47	40
Total, 1891.	714	555	281	688	552	348	260	400	392	714	555	328	714	554	357	714	554	369
" 1890.	648	521	297	611	490	320	229	348	322	643	523	285	643	521	324	643	523	343
Increase.....	71	34	....	77	53	28	31	52	70	71	82	38	71	33	33	71	32	26
Decrease.....	....	....	10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

See last note on Page 35.

TABLE XVIII.—COUNTY ACADEMIES—Continued.

## STUDIES OF PUPILS.

ACADEMY.	Book-keeping.			Physics.			Botany.			Chemistry. (Inorganic.)			Chemistry. (Agricultural.)			Latin.			Greek.			French.			German.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.					
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.			
	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.	Yr.			
Annapolis.....	31	11	....	....	....	4	20	4	1	11	5	....	....	....	3	26	8	4	2	5	3	10	45	2	....		
*Antigonish.....	30	59	....	29	52	....	30	35	....	32	36	....	5	10	....	24	41	9	....	7	5	25	16	18	25		
Cape Breton.....	36	28	16	36	28	16	....	28	16	28	16	....	28	16	....	6	4	8	....	2	4	....	....	1	....		
*Colchester.....	100	41	....	68	38	....	100	42	....	38	....	....	....	....	75	51	50	7	....	6	3	....	....	4	....		
Cumt'erland.....	11	25	9	24	....	....	23	....	....	....	....	....	....	....	....	18	23	9	....	5	6	16	21	8	....		
Digby.....	....	....	....	....	....	7	16	....	....	12	....	....	....	....	7	....	5	5	....	2	3	8	4	2	....		
Guysboro.....	21	20	....	21	....	....	21	20	....	4	....	....	4	....	....	4	21	13	3	....	....	10	3	....	....		
*Halifax.....	121	50	24	121	....	10	121	105	....	70	16	....	17	....	....	31	25	121	88	29	11	....	64	14	48		
Hants.....	22	22	....	22	6	....	22	....	....	22	6	....	22	6	....	6	6	18	19	4	....	5	3	7	4	2	
Inverness.....	12	12	....	....	....	1	....	12	....	10	1	....	....	....	....	2	2	9	8	....	....	....	....	....	....		
Kings.....	16	13	15	8	....	16	23	13	....	15	14	....	....	....	5	....	4	10	10	....	7	3	....	9	5	....	
Lunenburg.....	31	16	....	31	....	....	31	16	....	....	....	....	7	....	....	7	....	8	4	....	....	....	....	....	....		
*Pictou.....	82	71	....	52	62	27	76	48	....	....	....	....	....	....	....	33	76	43	43	71	47	41	37	13	....		
Queens.....	15	19	6	....	....	....	15	10	....	....	....	....	....	....	....	....	....	18	13	7	....	6	7	....	....		
Richmond.....	16	9	1	....	....	....	4	4	....	....	....	....	....	....	....	....	....	4	2	1	....	....	....	....	....		
Shelburne.....	15	27	8	11	....	8	6	27	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....		
Victoria.....	22	14	....	20	....	2	10	....	....	35	....	....	....	....	....	....	....	12	10	....	....	....	....	....	....		
Yarmouth.....	....	....	....	33	....	....	39	4	2	30	14	....	....	....	....	....	....	16	14	13	....	....	5	38	38	20	....
Total, 1891..	581	437	97	476	186	186	541	368	19	313	231	....	59	122	253	54	396	366	287	2	98	149	155	222	115	73	....
" 1890..	589	382	73	427	155	215	430	359	19	335	162	....	15	69	111	113	390	324	225	13	112	138	135	202	119	85	....
Increase.....	42	55	24	49	31	....	111	9	....	78	69	....	44	53	142	....	6	32	62	....	....	11	20	20	....	....	....
Decrease.....	....	....	....	....	....	....	29	....	....	38	....	....	....	....	....	59	....	....	11	14	....	....	....	4	12	....	....

See foot-note on Page 33.

TABLE XIX—SPECIAL INSTITUTIONS.

INSTITUTION.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, THEIR AGE, &c													EXPENSES.			
		No. of Regular Teachers.	No. of Regular Assistants.	No. of Assistants engaged part of time for special branches.	Whole No. of Pupils enrolled during year.	Average No. of Pupils on roll.	Average No. of Pupils daily present.	No. of New Pupils for year.	No. of former Pupils 2nd year of attendance.	No. of former Pupils 3rd year of attendance.	No. of enrolled Pupils belonging to Municipality or Town.	No. belonging to County but outside of Municipality or Town.	No. from outside of Co.	No. from Nova Scotia.	No. from other Countries.	No. of Pupils under 15 years of age.	No. of Pupils 15 years of age and upwards.	Average age of Pupils.	Annual Tuition Fee—Advanced Pupils.	No. of weeks in session during year.	
Inst. for Deaf & Dumb	Jas. Fearon	6	5	2	73	62	60	8	10	6	6	5	52	62	9	44	29	12	.....	.....	44
School for the Blind.	C. F. Fraser.	5	.....	6	39	39	39	12	.....	.....	.....	.....	.....	20	19	14	25	.....	.....	.....	40



TABLE XIX.—SPECIAL INSTITUTIONS—Continued.

INSTITUTIONS.	No. STUDYING THE LANGUAGES.—ENGLISH.						FINE ARTS.			MATHEMATICS.			HISTORY.		PRIZES.		
	Reading and Recitation.	Spelling.	Grammar and Analysis.	Composition.	Rhetoric.	Music.	Drawing.	Pennmanship.	Arithmetic.	Algebra.	Geometry.	Modern Geography.	British.	Roman.	English Literature.	No. awarded during year.	Value of Prizes awarded during year.
Institution for Deaf and Dumb. ....	24	21	18	15	...	...	73	73	73	...	...	30	13	...	...	...	...
*School for the Blind.....	24	21	18	15	...	27	....	15	31	3	14	28	21	5	16	8	23

No. studying science. .... 4  
 Braille system of point writing .... 28  
 Kindergarten ..... 12  
 Singing ..... 11  
 Reading and Writing Music ..... 23  
 Theory of Music.....

TABLE XIX.—SPECIAL INSTITUTIONS—Continued.

INSTITUTIONS.	ROOMS, &c.		LIBRARY AND APPARATUS.							INCOME.			EXPENDITURE.						
	No. of School Rooms and Class Rooms.	Style of Desks.	No. of Globes.	No. of Good Wall Maps.	No. Ho. Dictionaries and other Apparatus.	Estimated Cash Value of other Apparatus.	Estimated Cash Value of all Apparatus.	From Fees and Contribu- tions.	From Rates and Invested Funds.	Provincial Grant. (c.)	Total.	Salaries of Instructors.	Average of Salaries.	Expended on Buildings and Repairs.	Expended for Books and Apparatus.	Miscellaneous. (d.)	Total.		
Institution for Deaf and Dumb..	2	Dawson ..	2	3	2	.....	.....	\$171	\$3191	\$6290	\$9612	\$3326	.....	\$434	\$90	\$5351	\$9701		
School for the Blind.....	9	Horseshoe..	1	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		

TABLE XX.

SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION  
1891.

Common Schools.....	\$ 167,487 58
Normal School .....	6,950 00
Special Institutions .....	3,007 50
County Academies .....	14,123 33
Inspection .....	12,800 00
Expenses (office) .....	1,528 27
Salaries (office) .....	3,400 00
Examination .....	861 84
School of Agriculture.....	1,682 84
Travelling Expenses N. S. Pupils.....	701 10
Government Night Schools.....	1,362 55
	<hr/>
	<b>\$ 213,905 01</b>



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PART III.

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APPENDICES.

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## APPENDIX A.

## Report of the Normal School.

A. H. MACKAY, ESQ., B. A., B. SC.,

*Supt of Education, Halifax, N. S.*

SIR,—

This is my twenty-third annual report of the Provincial Normal School. Allow me, sir, at the outset, to congratulate you on your appointment to the honorable position of Chief Superintendent of Education for the Province of Nova Scotia. And I deem it a matter of congratulation not to yourself personally alone, but to all who are interested in the educational progress of our country. It is certainly an evidence of progress when those who are charged with the responsibility of making such an appointment are able to find men eligible for the position without going outside the ranks of the teaching profession of the Province. The Normal School is specially honored in this honor shown to one of her sons. We shall feel, too, that your interest in the Institution is not a latent principle to be developed, but an active force which will at once become a potent factor in elevating the Institution to a position of greater efficiency and usefulness.

We had during the past year an enrollment of one hundred and one students—a smaller number than we have had for several years. It is not difficult to account for this diminished attendance. Probably in no feature of our educational work in the Province, has there been such marked progress as in the matter of secondary education. The increased efficiency of the high schools in almost all the counties of the Province has enabled candidates for license to obtain academic qualifications nearer home than the Normal School, and unfortunately professional qualifications count for little in the ability to secure either license or position. It should be noted, too, that many young men who enter this field of labor look to teaching only as a temporary business for the acquisition of means to enable them to pursue a college course. They accordingly prefer to attend such preparatory schools as furnish opportunity for prosecuting classical and other studies on which their college matriculation depends.

The plain and unmistakable fact is that in proportion as the Normal School is professional in its aims, character and work, the less



popular is it likely to be with a large number of those who seek license. The provisions of its curriculum employ their time and energies with objects which do not count.

The competition between the Normal School and the Academy or high school would be removed, and the efficiency of both would be greatly increased, by such differentiation as would assign to each its own specific work and keep each within the lines of its proper function. The Normal School could certainly send out more thoroughly trained teachers, if its academic functions were eliminated, and it were enabled to devote all its energies to professional work. The effectiveness of its special work would also be vastly promoted through the increased intelligence and mental maturity of its students, who, under the proposed conditions, would receive a more thorough academic training before being admitted to the Normal School.

It admits of little question, too, that many of our high schools would be able to do better work in their own sphere of advancing the scholarship and general culture of their pupils, if they were not allowed to assume the additional burden of Normal School work.

In addition to the instruction in pedagogical principles and the practical training received, there are certain indirect advantages arising out of attendance at the Normal School, which are of great value, though probably little understood and appreciated by those who have given little thought to the matter. The discussion of educational topics, the exchange of opinions, the strivings after greater skill, the generous rivalries, the friendly criticisms, the unity of aim, the many and varied forces and influences, all directed along one line, tend to the removal of mannerisms and eccentricities, to the development of equipoise, to the awakening of interest in their chosen field, and to the general rounding out of professional character. I believe that the influence of the Normal School in awakening the enthusiasm of its students in the work for which they are making preparation, and in developing in them the true spirit of the teacher, is a very considerable factor in elevating the tone of education throughout the Province.

Impressed as I am with the importance of Normal School training, I greatly regret that a local agitation is springing up to substitute for this training certain half measures under loud sounding names, the contagion of which may show itself in other centres and seriously affect the carrying out of the long-cherished desire of our foremost educationalists for thorough professional training of all the teachers of the Province.

The Governor General's medals were duly competed for as in former years. It was, however, matter of regret that the medals could not be obtained for presentation. No medals have yet been received for either Normal or Model School for the past two years. I wrote His Excellency's Secretary near the close of the session before the last (1889-'90,) asking that the medals be forwarded. He replied that they were all exhausted, but they would be sent as soon as a new supply

was received from England. More recently, as the successful competitors were showing some anxiety, I again wrote the Secretary, enquiring at what time we might expect the medals. He replied that he was unable to give any information on the matter.

The class work of the year was conducted much as usual. Dr. Hall, having returned from Europe, resumed his former position in the English department. Professor MacDonald, who was appointed to succeed Professor Eaton in the Mathematical department, not being able to enter upon his work immediately, the position was filled with much success by Mr. W. H. Magee. No permanent appointment having been made to the department of Elocution and Music, the Rev. Mr. Anderson was employed for a few weeks to give instructions in vocal music.

In a former report to Superintendent Allison I referred to the inadequacy of the Model School to meet our requirements. As you are aware this school consists of two departments, embracing six grades of the Common School Course, three grades in each department. This arrangement gives the teachers too many classes for the display of the best style of teaching, and it also fails to give as large a number of pupils as our work requires. The school would be greatly improved, both in its general efficiency and its adaptation to our purposes, by the addition of another department, and a re-distribution of the grades, giving two grades to each department. We could then accommodate from 150 to 160 pupils in place of about two-thirds that number under the present organization. We are now able to receive only about half the applicants for the primary grade.

I am, Sir,

Yours respectfully,

JOHN B. CALKIN.

*Normal School, Truro, N. S., Dec. 31st, 1891.*

## STUDENTS OF SESSION, 1890-'91.

## AWARDED FIRST CLASS DIPLOMAS.

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Acker, Mary I .....	Lunenburg .....	Lunenburg.
Black, Annabel .....	Amherst Beach .....	Cumberland.
Barrss, Nellie M. ....	New Germany .....	Lunenburg.
Copp, Edith .....	Amherst .....	Cumberland.
Dakin, William .....	Truro .....	Colchester.
Durland, Huldah .....	New Germany .....	Lunenburg.
Fraser, Alfred J. H. ....	Bridgeville .....	Pictou.
Hall, Jennie A .....	Kingston .....	Kings.
Hennigar, Charlotte .....	Upper Kennetcook .....	Hants.
Logan, Bessie .....	Truro .....	Colchester.
McDonald, Jean .....	Truro .....	Colchester.
Marshall, William .....	Maitland .....	Annapolis.
McKay, Sadie L .....	Sandy Cove .....	Digby.
Selig, Louisa J. C. ....	Lunenburg .....	Lunenburg.
Stewart, John H. ....	North Earltown .....	Colchester.
Slocumb, Hattie E. ....	Port George .....	Annapolis.
Wotton, Lilian .....	Parrsboro .....	Cumberland.

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## AWARDED SECOND CLASS DIPLOMAS.

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Annand, Lelia A .....	Gay's River Road .....	Halifax.
Archibald, Eugenie .....	Truro .....	Colchester.
Brown, John D .....	Amherst .....	Cumberland.
Bigney, Annie L' .....	Wentworth .....	"
Bent, Maud .....	Pugwash .....	"
Brown, Sadie M .....	East Mapleton .....	"
Crocker, Georgia E .....	Freeport .....	Digby.
Douglas, Abbie P .....	Caledonia .....	Queens.
Duncanson, Grace .....	Newport .....	Hants.
Douglas, Bessie J .....	Earltown .....	Colchester.
Dukeshire, Eliza .....	Maitland .....	Annapolis.
Ernst, Ida V .....	Bridgewater .....	Lunenburg.
Eaton, Lucy C .....	Truro .....	Colchester.
Fail, Jennie R .....	Spring Hill .....	Cumberland.
Fletcher, Emma .....	DeBert .....	Colchester.
Fuller, Eva .....	Avonport .....	Kings.
Fulton, Maggie A .....	Folly Village .....	Colchester.
Fullerton, Minnie M .....	New Canaan .....	Cumberland.

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Graham, Aggie M. ....	Belmont .....	Colchester.
Heneon, Carrie B. ....	Liverpool .....	Queens.
Hamilton, Eva M. ....	Onslow .....	Colchester.
Hanway, Joanna .....	Truro .....	Colchester.
Irving, Annie .....	Mt. Thom. ....	Pictou.
Johnson, Kate B. ....	Upper Onslow .....	Colchester.
Jack, Martha .....	New Glasgow .....	Pictou.
Keating, May .....	Halifax .....	Halifax.
McKenzie, Geo. W. ....	St George's Channel ...	Richmond.
McLean, Martha A. ....	New Lairg .....	Pictou.
McIntosh, Isabella. ....	Stellarton .....	Pictou.
McKay, Mary A. ....	Earlton .....	Colchester.
Mitchell, Alice .....	Petite Riviere .....	Lunenburg.
Nicholson, Jennie .....	Gulf Shore .....	Cumberland.
O'Brien, Effie .....	Manchester .....	Guysborough.
Pender, Anastasia .....	Dartmouth .....	Halifax.
Paul, Hattie L. ....	Truro .....	Colchester.
Proctor, Louisa .....	Springhill .....	Cumberland.
Pye, Hannah .....	Liscomb .....	Guysborough.
Robson, Jessie .....	Clam Harbor .....	Halifax.
Smith, Eva C. ....	Salmon River .....	Halifax.
Shaw, Arthur M. ....	Middleton .....	Annapolis.
Troop, Wilhelmina .....	Granville Centre .....	Annapolis.
Tupper, Jennie A. ....	Truro .....	Colchester.
Urquhart, Barbara A. ....	Sea View .....	Richmond.
Wilson, Edna H. ....	Truro .....	Colchester.

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### GRADUATES OF FORMER YEARS.

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Bigney, Annie M., II, 1889.	Onslow .....	Colchester.
Gillis, Rena L., II, 1889. ....	Leicester .....	Cumberland.
VanBuskirk, John L., I, 1889	Melvorn Square .....	Annapolis.

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### COURSE UNCOMPLETED.

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Archibald, Oliphant. ....	Valley .....	Colchester.
Archibald, Lily G. ....	Port Hastings .....	Inverness.
Archibald, Melissa .....	Truro .....	Colchester.
Acorn, Mabel .....	Amherst .....	Cumberland.
Baillie, Sibbie B. ....	E. Earlton .....	Colchester.
Beaton, Janie .....	Cow Bay .....	Cape Breton.

Cooper, Annie	Springhill	Cumberland.
Embree, Carrie E.	Fort Laurence	Cumberland.
Grant, Annie B.	Brookfield	Colchester.
Graham, Ida B.	Belmont	Colchester.
Huston, Sarah E.	Linden	Cumberland.
Hennigar, Rhoda	Kennetcook	Hants.
Higgins, Alice A.	Onslow	Colchester.
Johnson, Hattie M.	Greenfield	Colchester.
Keith, Ethel	Parrsboro	Cumberland.
Latta, Minnie E.	W. River Hebert	Cumberland.
Logan, Annie C.	M. Musquodoboit.	Halifax.
Lewis, Gertie	Truro	Colchester.
Murray, Duncan	Meadowville	Pictou.
MacDonald, Maggie	Sydney	Cape Breton.
McMullen, Tressie B.	Truro	Colchester.
McLean, Ida B.	Folly Village	Colchester.
McDonald, Wm. H.	Truro	Colchester.
Messenger, Bernard	Bridgetown	Annapolis.
McRae, Duncan	West Bay	Inverness.
McDonald, Cassie B.	Truro	Colchester.
Nelson, Flora	Truro	Colchester.
Orr, Jennie	Cow Bay	Cape Breton.
Pipes, Ada	Nappan	Cumberland.
Pearson, Fannie E.	Truro	Colchester.
Rettie, Ella	Truro	Colchester.
Sutherland, Maggie	Cape John	Pictou.
Smith, Flora C.	Woodville, Newport	Hants.
Stoddard, Blanche	Clam Harbor	Halifax.
Sibley, Lulu	Wittenberg	Colchester.
Thomas, Bessie	Dartmouth	Halifax.
Withrow, Alice	Truro	Colchester.

Total number enrolled	101
Number awarded First Class Diplomas	17
“ “ Second Class Diplomas	44
Former Graduates	3
Number whose course is not completed	37

#### WINNERS OF THE GOVERNOR GENERAL'S MEDALS.

Miss Louisa J. C. Selig	Silver Medal.
Miss Bessie J. Douglas	Bronze Medal.

NORMAL SCHOOL.

YEAR.	STUDENTS.					EXPENDITURE.			
	No. of Teachers.	Total number enrolled.	Attended full session of 35 weeks.	Attended six months' course.	Average time of attendance in weeks.	Received Diploma.	Salaries of Teachers.	Salary of Janitor.	Total.
1891.....	5	101	55	32	29	61	\$4500	\$400	\$5465 38
1890.....	6	114	63	51	28	64	5400	400	6388 00
								Cost of Fuel.	Contingencies, — Stationery, etc.
								\$248 00	\$317 38
								234 00	354 00

MODEL SCHOOL.

YEAR.	PUPILS.					EXPENDITURE.			
	No. of Teachers.	No. registered — Winter Term.	Average daily attendance — Winter Term.	No. registered — Summer Term.	Average daily attendance — Summer Term.	Total number different Pupils registered during year.	Salaries of Teachers.	Amount received from Province.	Total.
1891.....	2	108	90	109	86	128	\$1100	\$600	\$1100
1890.....	2	112	95	107	83	118	1050	550	1050
							Amount received from Town of Truro.		
							\$500		\$500

APPENDIX B.

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Reports of Inspectors of Schools.

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## DISTRICT No. 1.—HALIFAX.

HINKLE CONDON, *Inspector.*

Sir,—

For the School year ended Oct. 31st, 1891, I have to report School buildings erected for Indian Harbour, Rockingham, Goffs, Dartmouth, Mushaboom, Lochabar, and the Fifteen mile Stream, in all fifteen new rooms.

The house in Indian Harbour has a large and well equipped room, capable of accommodating 60 pupils, and a smaller one, which can be used as a class-room, with an assistant, or as a primary department. It is quite up to the requirements of the law and a credit to the Section. It was opened in May, with a grade B female teacher.

Rockingham, formerly known as the "Three Mile House Section" was not organized for a public school until the last year, but as this village is increasing so rapidly, the trustees and ratepayers have wisely provided a schoolhouse, which, when required, will have two commodious rooms. A school has been in session since June 8th with a grade B teacher.

Goffs, a poor and scattered section, with only 20 children, from 5 to 15 years of age, has now a suitable house belonging to the section.

Dartmouth has provided a house, in the north end, with two (2) departments. The site is retired, dry and pleasant, surrounded with forest trees. What has been known as the Tuft's Cove school occupies one of the rooms. The "Greenvale" house has four (4) large and well ventilated rooms. The basement is well planned and arranged for play rooms in wet weather. The site is admirable. It would take many years for newly planted trees to assume the stateliness and beauty of the trees which surround this building. In fifteen (15) of the school-rooms in Dartmouth the pupils are saved from the effects of stair climbing, which has been pronounced "evil, and only evil, and that continually."

Mushaboom has been without a public school for many years. They have made an effort to secure a schoolhouse for the section. When



I visited them in June, I found a building with the outside nearly finished, and with prospects of a school being opened after the summer vacation. Owing however to opposition, this has not yet been accomplished. This is a poor and scattered section, and as far as school matters are concerned, a divided one. Some families are situated  $2\frac{1}{2}$  miles from the schoolhouse, with an almost impassable road, which, is indeed, scarcely more than a path. Still we have smaller and poorer sections where a school has been kept from year to year. There are two classes of uneducated people, the one almost proud of their ignorance, the other deeply regretting it. Individuals of the first class will meet you with "The schoolhouse is as good as when we went to school, the seats are as easy and the desks as comfortable; we got along without much schooling and our children can do so." Those of the second class lament their want of education and are willing to make any sacrifice, in order to obtain for their children its inestimable blessings.

Locharbar is also a small section, with an average attendance from term to term of about 15. In 1874 they built a house, which in time was found to be badly located. During the past year these people have erected another house, finished and furnished, on a situation dry and healthy, and readily accessible to a majority of the population of the section.

For the Fifteen Mile Stream section I cannot report from my own observation, as I have not, as yet, been able to visit them. It is a gold mining section, situated 30 miles from Upper Musquodoboit, and about the same distance from Hopewell in Pictou county. A School was opened on May 14th, with an experienced grade C female teacher, whose return gives 21 names enrolled, with an average attendance of 15, and of these, 6 are in the 7th grade.

A school has also been kept for the first term in Goodwood section, on the Prospect road, with 13 enrolled pupils, making an average of 8. Some of these little ones had to walk  $2\frac{1}{2}$  miles. In order to enable them to have a school a permissive license had to be given to a young lady who was faithful and very painstaking, and certainly earned the small salary of \$30.00 from the section.

The 132 school buildings in this county contain 158 rooms, of which 95 are in the Western district, 40 in the Eastern and 23 in the Rural.

The following sections have "Patent" desks, and those in italics, the most improved, for both pupils and teachers:

St. James, Indian Harbor (2), Upper Prospect (3), North West Arm, Rockingham, Hammonds Plains, Bedford (2), Lower Sackville, Upper Sackville, Dartmouth, (19), Grand Desert (2), Sheet Harbour West, Sheet Harbour East, (2), *Beaver Harbour, Dufferin Mines*, and Middle Musquodoboit.

The houses in the St. James, Glen Margaret, Fall River and Musquodoboit Harbour sections have been greatly improved.

Halifax County has sections among the colored population; 5 of these have schoolhouses which answer fairly well for the summer term, and we hope to have two more added for 1892. I may here remark that in the Fall River school no distinction of color has ever been recognized. Only think of two public schools, situated within two hundred yards of each other, the one with an average of 15, the other colored, an average of 11. What a waste of public money! When will this prejudice, as foolish as it is cruel, cease to cripple weak sections that need to economize all their forces?

No. of schools in the County in winter term.....	125
“ “ “ “ summer “ .....	147

which is an increase of 6 over the summer term of 1890, and of 11 over any term preceding 1890.

#### SCHOOL WORK.

We have Superior, Good, Fair and Poor teachers, teachers who always do good or superior work, and teachers who can do good or fair work only when conditions favour. In a section where there are intelligent fathers and mothers, who are on the watch to further the interests of the school, such teachers will do good work; in sections where they are left entirely to their own way, and where they have perhaps the parents to contend with, *Fair*, and it may be *Poor* work. In some cases the fault is with the teacher, and in other cases with both parents and teachers.

On the whole, however, I am able to speak in terms of commendation, from term to term, of the reading, especially in the primary grades, and of the practical language lessons, in all the grades. More care in teaching children how to speak correctly and with distinct articulation; less of technical grammar, but more good oral instruction on the wide range of subjects that lie around the child's daily path and therefore interest him and stimulate his intellectual powers to healthy growth.

The lessons on *Health*, *Moral* and *Patriotic* duties are, in many cases, more intelligently given, but especially are many of our teachers manifesting a deeper interest in Temperance work. In the Rural, or Musquodoboit District, side by side, in 10 sections stand the school house and the Temperance Hall. Perhaps it would be difficult to find in Nova Scotia, or the Dominion of Canada, a District of 23 sections, stretching along for 25 or 30 miles, a more sober and industrious people. Not a grog shop, from one end of Musquodoboit to the other, can live.

*Dartmouth* has the distinction of being the first in the Maritime Provinces, to open a free Kindergarten in connection with the Public

Schools. It was opened in May, 1888, under the able directorship of Miss Hamilton, who received her training at Truro. Her Kindergarten has won its way by sheer merit, and commended itself to the approbation of competent judges. It has its quarters specially designed in the Greenvale schoolhouse.

A happy feature of the Dartmouth schools is the Banking system.

The Chairman of the Board of School Commissioners, W. H. Stevens, Esq., in his report to the ratepayers of the Town, Nov. 1890, gives—"The amount deposited since their establishment three years ago, as \$3,165.15."

#### THE CITY.

Halifax can now point with pride and satisfaction to the improved character of the school buildings recently erected.

The first instance of marked improvement was in the plans, heating, lighting and ventilation of the buildings on Compton Avenue, Bloomfield and LeMarchant streets. These, although wooden buildings, are models of convenience, and provided with ample play-grounds.

Next comes, what is known as St. Patrick's girls' school, a fine brick building, similiar in its internal arrangements and other respects to the above named. It has 11 rooms, 8 of which are used for the Common School and 3 for the High School work.

Then comes St. Mary's girls' school, constructed on the same general plan, but heated with hot-water. The best school building however, as yet, is Alexandra, warmed and ventilated, by the Smead system, by which the air is changed in every room once in ten minutes, the foul air being entirely replaced by warm, pure air; no drafts, no cold air, at the floor. There are fourteen rooms and twelve are occupied.

One room is fitted up with Kindergarten chairs and tables, and liberally supplied with all the material necessary to a first-class Kindergarten. Mrs. Harriman, a trained Kindergarten, and a graduate of Wellesley College, is the Director. She has commenced under most favorable auspices, having four licensed teachers as her assistants, and with the number of children limited to 30. These assistants, as soon as qualified, will take classes under the supervision of Mrs. Harriman, so that we shall see before long, the Kindergarten extending its principles by a natural and healthy growth. Meanwhile Alexandra Kindergarten is furnishing an admirable object lesson to our primary teachers in the city, which they will fully appreciate.

#### MANUAL TRAINING.

After continued efforts on the part of our progressive educationists and especially the indefatigable Supervisor, Alexander McKay, Esq., *Manual Training* takes its place as a part of our educational

system. The classes are conducted by Professor Lee Russell, B. Sc. of Worcester, Polytechnic, and the exercises, which are in carpentry, are based on the Sloyd (Swedish system) as adopted in Boston.

The afternoons are occupied by boys from the Academy, each boy spending two hours per week. The forenoons are reserved for boys from the public schools. The object is not to make carpenters, but to secure intellectual and moral development, to instil respect for labor, and induce manual dexterity. These boys will do better in any course of life, for this training which exercises the judgment, increases the faculty for clear and distinct observation, and begets habits of quickness, neatness, patience and perseverance. As in other places the boys are fond of the work.

*Halifax* as an educational centre is rapidly coming to the front. Its Musical Advantages, the Museum, Art School and lectures from University Professors, present great attractions to those desirous of self-culture, so much so that it may well be doubted whether Halifax, before long, will not become, in name, as well as in reality, the centre of our Common School system.

#### TEACHERS' CONVENTIONS AND SUMMER SCHOOL OF SCIENCE.

The zeal and industry of our teachers is well illustrated by the numbers who attend these helps to professional progress. It is often with some of our teachers, a matter requiring much foresight and economy to meet the expenses involved. But the enlargement of the intellectual life and the enthusiasm aroused is always felt to be cheaply purchased.

Very respectfully submitted,

H. CONDON.

To A. H. MACKAY, Esq., B.A., B. Sc.,  
*Superintendent of Education.*

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#### DISTRICT No. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

SIR,—

The following report on the Public Schools of Inspectoral District No. 2, is respectfully submitted.

I am pleased to be able to report that the work of the school year, on the whole, has been progressive and the outlook encouraging.

There are 189 active sections in this District, 143 in Lunenburg and 46 in Queens. Of these, 151 sections had school during the whole year, 33 for half the year, and 5 had no school during any part of the year.

Of the 143 sections in Lunenburg Co., 116 had school during the whole year, 24 for half the year, and 3 no school. Those sections having no school during any part of the year were Gold River, Forties and New Cumberland.

In Queens Co., 35 of the 46 sections had school for the year, 9 for half the year, and two no school, viz: Riverdale and Hibernia.

During the winter term, there were 206 schools in session in the District, 156 in Lunenburg and 50 in Queens, an increase of 2 over the corresponding term of last year. In the summer 208 schools were in operation, 152 in Lunenburg and 56 in Queens, an increase of 2 over the summer term of 1890. In both cases the increase was made by Lunenburg Co.

The following shows the number of teachers of the different grades employed during the year:

#### WINTER TERM.

	A	B	C	D
Lunenburg Co . . . . .	1	16	66	74
Queens Co. . . . .	2	5	24	19

#### SUMMER TERM.

	A	B	C	D
Lunenburg Co . . . . .	1	13	71	69
Queens Co . . . . .	2	6	28	20

In Lunenburg Co. over 90 per cent, and in Queens 76 per cent, of the teachers employed during the winter term, were females. In the summer the preponderance of females was even greater.

#### PUPILS ENROLLED AND ATTENDANCE.

##### LUNENBURG COUNTY.

Number of pupils enrolled, winter term,	6197
“ “ “ summer “	5755
Grand total attendance, winter term,	415,462
“ “ “ summer “	352,782
Number of different pupils enrolled	7,351

##### QUEENS COUNTY.

Number of pupils enrolled, winter term,	1875
“ “ “ summer “	1980
Grand total attendance, winter term,	124,026
“ “ “ summer “	126,482
Number of different pupils enrolled,	2364

Compared with that of last year, the attendance shows a decrease of about 3 per cent. This was caused by the prevalence of La Grippe, mumps, &c., in the months of April and May, which closed numbers of our schools in different parts of both Counties.

When we compare the number of pupils attending school in this District with the attendance for the Province, on the basis of population, the comparison is decidedly favourable to the District. In point of regularity, we are also above the average. Yet, notwithstanding these facts, the attendance is far from satisfactory.

We find that in Lunenburg Co. for the winter term, 986 children, from 5 to 15, are reported as not attending school, and in Queens, 237. This is in sections *having* schools. When we add to these figures the number of school children in sections *not having* schools, we will have in Lunenburg County, at least 1150, and in Queens, 400 children, between 5 and 15, who did not attend school during any part of the winter term of 1891.

For the summer term, the figures are practically the same, so that we are safe in concluding that in the counties of Lunenburg and Queens there is an average per term of 1500 children between 5 and 15 years of age, that do not even register.

When, in addition to this, we consider the fact that those who attend school make only 60 per cent. of a possible attendance, we see how very far the actual attendance falls short of what it should be. It is a frequent complaint of ratepayers having no children to send to school, that they are taxed to provide a school for children that don't attend. Instances have come under my notice, where the school has been closed part of the year for this reason.

Three new schools were opened during the year, viz: Norwood, Indian Path and Leville, all in Lunenburg Co. The attendance in these sections was most satisfactory. The parents evidently prize highly the privileges which they had long been denied and which cost them much exertion to obtain.

The large miscellaneous school at Ritcey's Cove has become a graded school of 2 departments.

The school at Denmark, South Queens, has been revived.

Bang's Falls, dormant for some years, shows signs of life by petitioning the Commissioners of North Queens for a Board of Trustees.

The finest school house built during the year is that in New Italy section. It is large, well finished, ventilated, supplied with patent seats and desks, and altogether a credit to the section.

A new house is also in course of erection in North River section (new), formerly part of Meiseners.

Extensive repairs have been made to the building at the Forties.

Various repairs have been made to buildings in other sections and considerable apparatus supplied during the year.

During 1892, Garden Lots, Blue Rocks and Chester Basin intend building, in order to accommodate the rapidly increasing number of children in these sections.

The Woodstock settlement is the only part of the county in which no school has ever been established under the present Act. It is nominally divided into two school sections, Upper and Lower. Lower Woodstock has been offered valuable inducements by the Board of Commissioners to build; and I expect that before 1892 closes there will be a school house in this Section.

From the minutes of the annual meetings, I see that quite a number of sections have made provisions for enlarging, repairing, &c., during the coming year.

Trustees, as a general rule, are ready to make the necessary repairs when pointed out to them. The mistake, too often made, is putting off the matter too long—repairs that could be effected for a trifling sum one year, will probably cost five times that amount two years afterward.

In point of accommodation, about three-fourths of the buildings are pretty well up to the requirements of the law.

Of the remainder, eight are really unfit for use, and three of these were condemned at the last meeting of the Board of Commissioners.

The matter of outbuildings and the condition in which they are kept is still unsatisfactory. I advise Trustees to put them in good condition and then hold the teacher responsible for their cleanliness.

The school property receiving the least attention is the grounds. Many of the school plots are just as nature left them and less than one-third are fenced.

A large majority of our schools are fairly supplied with apparatus. I cannot see the wisdom of placing a profusion of apparatus in the hands of unskilled teachers, many of whom cannot make intelligent use of a map in teaching geography. I seldom hear complaints of lack of apparatus from the successful teacher. Such a teacher will in some way supply the want in the meantime, and soon make her services of such value, and her influence so effective, that the desired apparatus will be forthcoming.

Some of our schools, in which the very best teaching is done, are the most meagerly supplied in this respect.



Sometimes a case occurs in which the Trustees fail to supply what is absolutely necessary for school work. What has so frequently been recommended by other Inspectors would remedy this, viz: Make the payment of the County Fund conditional on the supply of needed apparatus.

I am pleased to be able to report that diligent and faithful work has characterized the teachers of this district during the past year. Of course, in many cases, I found schools in a condition far from satisfactory, the result of inexperience or lack of natural qualifications on the part of those in charge, but the teachers, as a body, do their work to the best of their knowledge and ability, and neglect and inattention to duty are seldom met with. During my rounds of inspection I could not fail to notice the following encouraging features—less frequent change of teachers—more oral instruction and less memorizing from text book—inquiries as to the best method of teaching certain subjects, and a wide-spread inquiry on the part of teachers, "would you advise a course at the Normal School?" In all cases, I endeavored to strongly impress upon the teacher the great necessity of such a course, and am happy to say not without results.

For a number of years past, the attendance at the Normal School from this section was from three to six—at present there are fifteen.

When these return with new ideas, improved methods of instruction and a more correct and higher conception of the teaching profession, their influence for good in our schools will certainly be felt.

To my mind, the great educational question of the day is,—How can we get a supply of trained teachers?

There are in this District, as in all others, a large number of teachers who have never been to a Normal school and do not need to go. Their natural qualification, training in a good school under a good teacher, experience in the school-room, &c., have placed them among our most successful teachers. But, on the other hand, a large majority of our teachers have had few opportunities of seeing good teaching, have never had explained and illustrated to them the natural methods of instruction, and the result is that although faithful and painstaking, a valuable portion of their energy and the pupils' time is wasted.

Of our 206 teachers only 26, or 1 out of 8, have Normal School diplomas. These are principally in the Graded schools, hence the need of trained teachers is most severely felt in the country sections.

If our common schools are to keep pace with those of the neighboring Provinces we must have in the near future a very much larger percentage of trained teachers.

The course of study is closely followed out in all the graded, and forms the general basis of classification in all the miscellaneous schools. The general mistake made in classifying according to the course,

especially in the miscellaneous schools, is forming too many classes in the same subjects.

Some teachers seem to think that a class should be formed for each subject in all grades, instead of combining several of the grades most nearly alike in requirements. That the course of study has had a beneficial effect upon our schools, all will agree.

Both teacher and Inspector are reaping its good results every day—for the one it has systematized the work of the schools, and for the other rendered the work of inspection easier and more satisfactory.

Reading, Writing and Arithmetic take up a large part of the school time. I always insist that these subjects receive a full share of the teacher's time and attention, and take the proficiency in these branches largely into consideration in making up my estimate of the efficiency of a school.

Geography, History and Grammar are taught in various ways and with various degrees of success, according to the method and ability of the teacher. Too much time is spent on these subjects in the way of home lessons, requiring the child to commit page after page to memory without any explanation. Practical instruction in the school-room with the class, with full explanations and illustrations, would give better results. The pupils would then be able to use the text books for reference with intelligence and pleasure.

Language lessons are successfully taught in a large number of our schools. In connection with these lessons the pupils are trained in correct forms of speech, and taught to express themselves clearly and correctly.

The lessons on Nature are taken up wherever the live teacher is found. Where they are neglected the current excuse is "want of time." In the schools where these lessons are taught the pupils relish them greatly, and at the same time are laying up a fund of valuable information.

Lunenburg Academy, under the management of Principal McKittrick, is doing excellent work. More High school pupils are being drawn in, term after term, from the country sections. Valuable additions to the apparatus have been made during the year. The school grounds have been terraced and otherwise improved, and are now an ornament to the town. All available room in the Academy building is being utilized now, and the question of increased accommodation must come up for consideration at an early date.

The Liverpool Academy continues to do superior work. Mr. Smith has an older class of pupils than those in the other high schools of the District, and the work is correspondingly advanced. This institution has had the same staff of very excellent teachers for years, and the result is, that the work from the Primary class to the High School is of

a very high standard. I consider that the work done in the Preparatory department of this Academy is not surpassed in the Province.

Bridgewater is coming rapidly to the front among our High schools. A capable, energetic Principal, good staff of teachers, and live board of Trustees, make a progressive School. Bridgewater has all these, and the record of the school for the past year is perhaps the best in its history. When the contemplated improvements to grounds and premises are made, the school will be abreast of the times in every respect.

The Mahone Bay school has continued doing good work the past year. Of late, the attendance at this school has increased considerably, rendering the addition of a wing and other repairs necessary. New furniture and improvements to grounds are about receiving attention. When this is done, the village will be well provided in point of school accommodation. I find that the Secretary to Trustees is an important factor, particularly in the large graded schools.

We have quite a number of *good* secretaries and a few *excellent* ones. Of the latter class, I may mention Lindsay of Lunenburg, Curll of Bridgewater, Drew of Liverpool and Freeman of Milton. These gentlemen do the school business in a business like way, and in a number of cases have rendered me valuable assistance.

I am pleased to notice a marked improvement the past year in the keeping of school registers. It is a rare thing to see an untidy register, nearly all being neatly and correctly kept.

The returns also, were ahead of those of the previous year in neatness and correctness. Could not the time for sending in returns be shortened, to the benefit of all concerned? Since the last teaching day of the term is given for the making up of returns exclusively, all should be completed by that time. Three or four days thereafter should be sufficient to allow all to reach the Inspector's office. By this arrangement, the Government Grant and County Fund sheets would reach your office and the grant be paid earlier than at present, at the same time leaving the Inspector free for outside work.

The salaries of teachers have increased slightly in this District during this past year. The following table will show how *liberally* our teachers are paid:

#### AVERAGE ANNUAL SALARIES.

LUNENBURG Co. QUEENS Co.				
Male Teachers.	Grades A. & B.	\$417.85		\$406.85
"	" C	224.68		293.02
"	" D	151.42		171.42
Female Teachers.	" B	286.05		232.85
"	" C	218.96		212.18
"	" D	163.92		154.82

The above are the total salaries received from all sources. With a single exception, all the schools in the District have been visited during the year, and over three-fourths of them twice. In order to reach all the outlying sections, and those difficult of access, during the fine weather of the summer, a few of the graded, and a small number of the miscellaneous schools, could not be inspected during the summer term.

My "notes of inspection" and complete statistical tables are already in your hands, so that it is unnecessary to continue this report to any greater length.

Your obedient servant,

H. H. MACINTOSH.

A. H. MACKAY, Esq.,

*Superintendent of Education.*

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### DISTRICT No. 3.—YARMOUTH AND SHELBURNE.

SIR,—

I beg to lay before you a resume of the work of the past year. No extensive changes have been made in the District—the external organizations remaining nearly as they were. A year ago it was thought that Granite Village in Shelburne county had disappeared, as the rate-payers had sold their properties and moved away. Recently, however, other families have come in who held the annual meeting and provided for a school. Blue Island now forms another of "the territorial units," into which the Municipality of Shelburne is divided. It lies on the east side of Jordan bay, less than a quarter of a mile from the mainland. Strange to say, the people never had a school, and as may be anticipated, things have come to such a pass that no one living there can read or write. Here is a problem for local philanthropists. Though there are at least twenty persons who would attend a winter school, and twelve or fifteen a summer school, the inhabitants are too poor to build a school-house. They are sensible of their neglected state, and would gladly do all in their power toward the erection of a suitable building. But they must have help. Where is it to come from? This is a matter which should excite the sympathy of the whole county. If the clergy would take this sad case of necessity into consideration and each church contribute its quota, I have no doubt the problem would be satisfactorily solved, and the moral sense of a Christian community would be no longer shocked at the sight of a people so suffering for lack of knowledge.

The union of the four school sections in the town of Yarmouth has reduced the number in the municipality from thirty-nine to thirty-six.

The whole number of sections (exclusive of Blue Island) in District No. 3 is 142, made up as follows :

In Yarmouth Municipality 36 sections with 66 schools.

" Argyle	"	38	"	"	50	"
" Barrington	"	27	"	"	36	"
" Shelburne	"	40	"	"	49	"
Total		142			201	

I regret to state that three of these schools are purely imaginary, McNut's Island, Ensor and Morris Island, not having organized for school purposes during the last five years at least. As these figures may not always be reconcilable with those given in the tables, I must remind you that some sections have a graded school in the winter term, but a miscellaneous school in the summer term. In some instances no one can object to this arrangement, where (Lower Argyle for example) the departments are small, and the miscellaneous school in the summer term by no means crowded. On the other hand there are sections where the law should interpose to prevent the change. At Lower Wood's Harbor 102 pupils were enrolled in one register, and these were supposed to be "schooled" by a young girl, whose experience was limited to one term of teaching, and an unlicensed assistant. As no teacher, however large her experience, could have done effective work in this school, it must be obvious to the trustees themselves that the temporary closing of one department was an act of wasteful folly. If the trustees of Upper Wood's Harbor were not equally injudicious, it was only because the enrolled number was not so large. Still 73 pupils are more than one teacher can handle with advantage.

For the past five years I have striven to unite Powers' Brook and Enslow's Point into one school section. Meetings have been held for expression of opinions by ratepayers, much correspondence has been had, and the school Commissioners have strongly recommended union, but all without avail. To the credit of the ratepayers of Powers' Brook, let me say that their conduct has been consistent and reasonable, and if the question of union could be decided by them alone, these two poor sections would now be one. In a matter of so much importance it should not be in the power of a few obstructives to prevent the consummation of so desirable an end. The united sections would be scarcely three miles long, and its resources would be amply tried to build and maintain a school. To put an end to further useless discussion, I would suggest the passing of an act by the Legislature to unite these sections, or the granting of special power to the school Commissioners to deal with the case.

As the capacity of Belleville school is not sufficient for the requirements of the sections, the Argyle Commissioners adopted a resolution which obliges the people either to add another apartment or to ask for a division of the section. Since the school-house was built, many houses have been erected in the section, and as some of these are inconveniently distant from the centre, their probable resolution will

be to divide the section. As forecast in the minutes of the annual meeting, Lower East Pubnico and Lower West Pubnico will each have a graded school for the first time in the ensuing winter term. At an early day the ratepayers of Tusket Hill will have to provide for a graded school. Here let me say there are few sections which make such an adequate provision for their school. A good supply of maps, a chart of colours, a box of forms, wall cards, the prescribed books for oral instruction, a scrupulously clean room and stove, and nice furniture, do not meet one's eyes in every school. It is gratifying to add that an examination of the school shows that the pupils are acquiring a fair English education.

School building and repairing have not been neglected. In my last report I referred to the school-houses at Argyle Sound and Rockingham as the worst in Yarmouth county. Since then the ratepayers of both sections have removed the buildings from that bad eminence. At Rockingham the building was moved back from the road and the exterior and interior thoroughly overhauled. A new lobby and floor, sheathed walks, and ceiling and patent furniture, changed the aspect of the room beyond recognition. Besides, new out-buildings were erected, and some work done by way of grading the grounds. Forest Glen remains *in statu quo*. Two or three years ago the good people of this section elected a trustee who had as little interest in the school as in the mountains of the moon. The next year a chip of the old block was the choice of the meeting, and between the two—the chip and the block—the section has been kept steadily without a school. Quite respectable sums have been voted for repairs, but under one pretext or another, nothing has been done. And yet there are twenty children or more who ought to be receiving the benefit of a school. I have been appealed to time and again to relieve them from their embarrassment, the people foolishly thinking that the power which the law gives them is not a real power, but that some other authority may step in to nullify what they have done. It is high time every ratepayer understood his responsibility when voting at the election of a trustee—that the elected man is a fixture, whether for good or evil, for the next three years. If the friends of the school would exercise some forethought and have a common understanding as to a fit person for the office, there would be no occasion for complaints about obstructive trustees.

The following sections deserve honorable mention for improvements: Argyle Head, which has made a comfortable room, but it is still without patent furniture; Abram's River, where, in addition to other repairs, new desks have been provided, and a class-room constructed; West Glenwood, which furnished new desks and erected out-buildings; and West Jordan Ferry which is reported to have remodelled the room and lobbies and supplied good furniture. The worst school-houses in Shelburne County are at Enslow's Point, Powers' Brook, Little Port L'Hebert and West Green Harbor. I strongly urged the ratepayers of the last named section to begin at once the erection of a school-house, for in that event the time for using the old building would not be limited; they could take more time, and still keep their

school working. The suggestion was not acted on, and now it remains for the Commissioners to condemn it at their next meeting. This is the more needed, as a portion of the section petitioned to be set off as a separate section on the ground of excessive distance from the school. With a new house centrally placed, the petitioners would have no serious grievance.

Three new school-houses are nearly completed—at Baccaro, Roseway, and Gunning Cove. Though I cannot speak of them from personal inspection, judging from the plans and the character of those who are responsible for the work, I feel safe to state that they are fine buildings, creditable not only to the sections, but likewise to the Municipalities in which they are.

There is a feeling which found expression at the several Boards of Commissioners, that school grounds should be enclosed with neat fences, not only for ornament, but as protection to the property and to the pupils. A commissioner related a case of extreme peril which occurred under his own eyes. When pupils are excited with play they pay no attention to passing teams, however near them. In many places cattle roam at large and infest the grounds, where the orchestra of bells makes a hideous noise, altogether at variance with the quiet and decorum of the school-room. In one section the shingles were torn from the walls high up as the cattle could reach, giving the school-house an appearance which suggested a relic of Waterloo. In another section I saw the pupils carry to the door with much tenderness the plants they were cultivating, that they might be refreshed with the falling rain. At recess they went for their plants, but no plants were there—they made only a mouthful for a hungry ruminant that was passing that way. The most ridiculous scene of all, I witnessed at Stony Island. When every pupil was doing his level best, into the room stumped a big-horned sheep—perhaps Mary's Little Lamb after a long absence visiting his old haunt. The "big boys" had their hands full, but after the ejection of the intruder the violent headers against the door would have been too much for the gravity of pupils unaccustomed to such visitors. These are quite common-place events in many sections, and I refer to them to show the absolute necessity for adopting the official recommendation. Indeed, a commencement has been made already. At Lower Ohio no quadruped can touch a shingle now, for a substantial fence, kept white as snow, bars the way and reaches round the grounds, which are improved yearly. Barrington Passage will soon have everything around the building in harmony with its stately appearance. At Middle West Pubnico, the ratepayers have raised the school-house and graded and terraced the grounds. The trustees of Clark's Harbor have more than once intimated their intention to commit the section to these desirable improvements: and at each visit I look to see the promise fulfilled. I regret to say that the grounds at Lower Wood's Harbor are a butt of ridicule—the wits comparing the pupils to goats leaping from rock to rock in their struggle to reach the school-room. It is a shame that such a fine building should be degraded by such a wretched site. The resolution of the Commissioners will doubtless



receive a hearty response, which will be seen in immediate measures being taken to carry it out. Let me add that in the sight of all observant and intelligent people the school and its accompaniments are the standard of the social and moral status of a community.

Apparatus for the use of the schools is being furnished slowly. In one school, which has been in uninterrupted operation for over twenty years, the pupils saw last winter for the first time—a ball-frame! And to get even this, much urging and correspondence were required. After pointing out to trustees that they were not receiving a full service from their teacher on account of the absence of these requisites, I got the assurance “that the secretary would provide them at once.” But after a lapse of six months, I found in the same school the same beggarly emptiness. Of course the excuse is at hand: we forgot, or the Secretary forgot, or he lost the list, or some other paltry quibble. A local educationist remarked at a meeting that in his opinion the trustees drew the County Fund with too much facility, and that well-defined conditions should be attached to the payment of it. His reference was to the implementing of engagements with teachers, but I would widen the terms, and withhold the fund until a reasonable equipment for the school was furnished. The effect would be to quicken the memory of these gentlemen, and endow them with a keener sense of responsibility, and might well suggest, once in a while, a visit to the school-room. A full supply, such as the law requires, would have an excellent effect on the teacher. Her mind would be exercised in the pursuit of knowledge, her oral lessons would be profitable, and, not least of the good attained, she would learn to emancipate herself from the contracting and deadening influence which results from keeping a book under her eyes, when she should be *teaching* her classes.

I should not fail to note the move on the part of the pupils of two schools—Tusket and Arcadia. Of their own determination they gathered money enough to purchase two flags—“not a few yards of cotton purchased at a dry goods store”—but ready-made flags, costing each about fifteen dollars, and large enough to float from ship or castle. The young people made such a stir that their seniors had to come to the grounds when the flags were unfurled and raised to the top of the poles.

There is an evil which obtains in a good many sections, and which demands immediate correction. An arrangement is made among the ratepayers to supply fuel in turns, with the result that pupils are obliged on many a cold day to sit at their desks unrelieved by a breath of warmth from the stove. Late in the fall I visited a school which was in this condition, and received for explanation that it was Mr. A's turn to bring the wood, but he did not do it. In another section I found the school closed, because the teacher forgot to send word to Mr. B. that it was his turn to bring the wood. I have sought to impress on trustees the terrible responsibility incurred in this particular—the expense and anxiety to parents from sickness originating in the school-room, and the liability to a disease which may blight and shorten life.

Notwithstanding this the practice is not discontinued. If those sections were to provide a wood-house, and store away, even in their own fashion, a supply of fuel a year in advance, no one would comment on their plan. It is evident the plan as it is worked is a bad one, and can be tolerated no longer.

Some sections never fail to forward promptly the minutes of the annual meeting, while others think of the omission when the County Fund is due, and others again do not send them at all. If the question were inserted in the school returns, have the minutes of the annual meeting been forwarded to the Inspector of schools? it would insure the remittance of them from every section. So far as I can judge, the meetings are orderly and conducted according to law. I used to notice that in some sections auditors were not appointed, and I have heard of Secretaries appearing at the meeting, and looking as innocent as an unshorn lamb, without a shred of an account to show how much money was received or disbursed. I need not say that it is an injustice to the ratepayers themselves, as well as to the trustees and secretary, to fail to appoint auditors. Suspicions will be entertained that the accounts are not properly kept, and in time charges of dishonesty freely made. My advice is: Comply in all respects with the law. Would it not serve a good purpose to have the law announced and understood that the acts of trustees have no legal force unless each was notified (when it was possible to do it) and afforded an opportunity of voting on a matter? Frequently a trustee is placed in a humiliating position, illegally ignored by his two colleagues. A teacher is sometimes improperly engaged without any reference to the third trustee, his knowledge of the fact coming to him through other parties. Such procedure is indefensible and illegal, has a disquieting influence in the section, and is likely to create not only bad feeling but serious complication.

The visit of the Rev. Mr. Anderson to a few schools in the counties of Yarmouth and Shelburne was quite an event. The regret was expressed that it was so short. Teachers became enthusiastic over his system of teaching music, and made the most of his services. When he was at Lockeport teachers from the adjoining sections attended his classes, and afterwards taught his system in their schools. The harmony in the singing of the pupils in the subordinate departments of the Shelburne Academy, in the Lockeport primary and the Osborne advanced schools, would have won praise even from Mr. Anderson. "Our own Canadian Home" was placed in every school-room in the two counties. At Lower East Pubnico I heard good singing with the accompaniment of the school organ—a fine instrument, which tells without comment that there is a living enterprising teacher in that school.

I have frequently expressed my satisfaction with the public spirit of the people both on the east and west sides of Pubnico Harbor. I desire now to acknowledge my obligation to Rev. Father Sullivan for his cordial co-operation in effecting improvements in these sections. Having a high ideal himself of what the school-house and its

surroundings should be, he sought to impress his views on the ratepayers with a result which no one visiting these sections can fail to appreciate. A frequent visitor to the schools, through the influence of rewards and other inducements for good attendance, he created such an interest among the pupils that the percentages for attendance were not exceeded in the most favoured schools. I need hardly add that in general attainments these schools are making marked progress.

I have to admit that the general results of the year's work are not as satisfactory as I had anticipated. In both counties the number of schools and of registered pupils was nearly the same in the winter term as in the corresponding term of 1890, but while the days' attendance in Yarmouth was decidedly larger, there was a decided falling off in Shelburne county. This was due to the prevalence of sickness, which in some places, notably in Woods' Harbor and Cape Island, prostrated whole families. Strong men in the course of a few hours were weakened to helplessness, and in less than a week full schools were emptied. "La grippe," said a sufferer, "was only our first woe; the second followed quickly in the form of measles and mumps." At the beginning of the summer term *la grippe* raged around Barrington Harbour, and moving up to Pubnico, closed several schools. A teacher remarked very truly that the wonder was, not that the days' attendance was smaller, but that it was so large.

In Shelburne in the summer term of 1890, there were 75 schools working, but this summer only 73. In this case the explanation is simple: two sections changed their graded to miscellaneous schools. Besides, Gunning Cove and Roseway, engaged in building costly school-houses, were each without a school. The reduction of working schools in the county of Yarmouth is not so easily accounted for. In the summer of 1890, there were 105 schools in operation, but only 99 in the second term of this year. What were the other six doing, or rather not doing? Argyle Head excused itself with the plea of having to make extensive repairs on the school-house. But what of Pleasant Valley and Middleton—two sections which are well able to sustain a school? West Brazil, Lake Annis and East River are heroically working to remove the debt on their school-houses. I trust that Cape Forchue under the new management will not have a break for many a term to come. I should add that in Upper West Pubnico there was not (as is usual in that section) a graded school.

About the usual number of candidates sent in applications for examination for school licenses.\* At Yarmouth Station 2 applied for A, 8 for B, 22 for C, 18 for D, that is to say, the candidates considered themselves competent to hold these respective grades. The examiners materially changed these figures, for they stood thus: A 0, B 3, C 7, D 2, that is, the examiners agreed with 12 candidates in their estimate of themselves. Of course more licenses were taken: one A candidate took B, 2 B candidates took C, and 3 took D, and 8 C candidates took D.

To sum up : 12 Candidates got the license sought.  
 14 " " a lower license.  
 24 " " nothing.

At Barrington station there were 15 candidates: for B 1, for C 7, for D 7. Examiners' estimate of them : B 1, C 2, D 4.

7 candidates got the license sought.  
 2 " " a lower license.  
 6 " " nothing.

At Shelburne there were 31 candidates : B 7, C 20, D 4. Examiners' estimate : B 1, C 4, D 2.

7 candidates got the license sought.  
 15 " " a lower license.  
 9 " " nothing.

Number of candidates in District No. 3.....	96
" " got license sought.....	26
" " lower license.....	31
" " nothing.....	39

That is to say, 27 per cent. succeeded, 32 per cent. partially succeeded and 40 per cent. failed.

Notwithstanding all that has been said about raising the attainments of the grades, actual experience shows that only 60 per cent. succeeded in taking any license at all. Rejecting D candidates from our calculation, most of whom come from all sorts of schools, we find that of the B candidates 70 per cent. did not take a B license, and of the C's 73 per cent. did not get the C license. One of two things is manifest—either the attainments required of candidates must be brought more in line with the course of study, or some special arrangement must be made to drill them in those subjects in which they fall short. After all, it is not so much increased attainments that are needed, as the energy and knowledge to impart what they know. Every school taught by a grade B teacher is not necessarily a progressive one, and there are D teachers who do much better work than some who hold a C license. So much depends on natural fitness for the calling, such as temper, energy, judgment and the like, there should be some way of testing these gifts as well as the acquired endowments. Every day I see more and more clearly the need of special training for teachers. If those moral and intellectual qualities, possessed in some due proportion, are essential to good teaching, in no other way can they be recognized and valued.

I have to report again a scarcity of licensed teachers in this District. At this hour there are schools closed because teachers are not to be had. Sometimes I receive letters enquiring for situations in graded schools. If those applicants would be content with a miscellaneous school, and if they would remember that Inspectors of schools have not the free use of the Post Office, they might hear occasionally of situations in which they would receive a fair salary.

It is time to ask how are the schools progressing? Is that for which everything else is subsidiary being attained—mental growth and the development of character in the line of good citizenship? I wish I could give a reply without any qualification, and say that these grand ends are kept steadily in view, and that the work of each school tends intelligently to this consummation. Doubtless, there will come a time when progress will be tested from that standpoint but the time is not yet. To many teachers the idea is subtle, and with the other standard—that of lessons—so persistently before them, it needs “line upon line, and precept upon precept” to disabuse their minds, so that they may look for mental expansion as the true evidence of progress. Would a teacher in a single term drag her pupils through the sixth Royal Reader, from cover to cover, if she were watching the mental development of her pupils? She never thought of it; her measure of work was the book, and no doubt she felt elated when the pupils turned the last page. Instead of growth, the minds of the pupils were cramped and disgusted, and time was wasted. This may be called an extreme case, but I refer to it, as part of the experience acquired in visiting schools, to show that a grade C teacher with such crude notions cannot make a good school. Again, every rational child has some knowledge, and however small, to the educator it is precious. From this point she will start with the child in its pursuit of knowledge, and making use of what it knows she will help it, (not tell it) to solve what seems beyond its intelligence. Little by little, light breaks in, and the child masters the difficulty. Here is a mental triumph which whets the appetite for more victories. In the school-room this natural process, either through laziness or ignorance, is sometimes not followed. In a school taught by a grade C teacher, I called for the class in the fourth grade geography. At this point I may state that if the geography of the third and fourth grades is properly taught, success in that subject is assured. The pupil being called, with a manuscript in her hand the teacher began thus: “What is the length of the diameter of the earth?” “Of its circumference?” “How many zones are there?” “Which is the highest mountain in the world?” “Its height?” “Name the longest river in the world?” “Its length?” &c., all of which were answered with scrupulous exactness. Interposing with the remark that I would prefer to see the pupils examined on the map of the county, which was hanging on the wall, she primly told me she made no use of that map. One can imagine what the rest of the work was like.

Such schools as those referred to give spice to an Inspector's visit, and remind him that his functions as a teacher are still to be exercised. The uncomfortable reflection is that those who need his services most appreciate them the least, his methods require too much exertion and self-reliance for their ease-loving nature. Of the great body of teachers in my district I have nothing to remark but what is favourable. They are diligent and painstaking, and feel that they occupy a responsible position. Most of them, I believe, prepare their work in advance, and go to the school-room with a comprehensive view of the work of the day. Though they may differ in their methods of estimating results, their aim is to teach efficiently the

subjects as laid before them in the course of study. To this may be added the influence of a modest and correct life, which is of immense value to every school section. The flirt, the butterfly and the horse-laughter are nearly extinct; at any rate they are *rara aves* in these parts. One finds good evidence of the thoughtful character of the teachers in this district in the watchful care and supervision of school property.

The Yarmouth Academy has been doing its work in its usual quiet way. A student of the institution, Mr. George Butler, matriculated into Dalhousie University, taking a Munro exhibition.

Your predecessor referring to his last visit to the Shelburne Academy, stated that he found it in good shape—an expression implying that he was satisfied with its condition. Milton (Yarmouth) and Lockeport high schools, though not in name, are Academies, the high school course being just as fully taught in them. In Yarmouth county we have some good schools in village sections taught by grade B male teachers. At Hebron and Port Maitland the schools consist of three departments, and at Ohio of two. Many candidates come from these schools for the higher grades of licenses. At Tusket, too, a grade B male is constantly employed. There is an absence at present in Shelburne county of schools which rise conspicuously above the average country school. The schools at Cape Negro and Doctor's Cove are taught by grade B female teachers, who in time will elevate them to "B" schools. Osborne, advanced, taught by a grade B female, passed a satisfactory inspection, and sent some pupils to the July examination. No school makes a better show of oral instruction than the primary.

The resignation of your predecessor gave me, in common with the other members of the Inspectoral force, much regret and anxiety—regret for the withdrawal from the head of the service of a gentleman whom we much esteemed personally and valued for his efficient services, and anxiety lest an appointment should be made which would fail to renew the former satisfactory relations with the Department. In your accession to the office of Superintendent of Education our best wishes are realized, for having passed through the ranks and risen by your own innate energy to the top of the teaching profession, you are in sympathetic touch with the teachers of every grade. Your judgment and experience will be invaluable in directing the inspectoral affairs of our districts.

With assurances of much respect,  
I have the honor to remain,  
Yours very sincerely,

JAMES H. MUNRO.

To A. H. MacKay, Esq., B. A., B. Sc.

*Superintendent of Education.*

## DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector*.

SIR,—

The Statistical Tables, Notes of Inspection, and Monthly Abstracts of Inspectoral work, for the year ended Oct. 31, 1891, have been already forwarded to your office. In addition thereto I beg leave to report as follows :

The Commissioners of schools for the district of Clare, at the annual meeting in May last, formed a new section between Meteghan and Meteghan River sections. The action of the Commissioners has not yet been sanctioned by the Council of Public Instruction. At the annual meeting preceding the meeting of the Commissioners, Meteghan River section had voted funds to repair the school-house and fit it for a graded school of two departments. This needed change has been completed, and the rate payers who wished to secede to help form the new section, have been assessed and have paid their portion towards the said alterations and improvements. The present school-house in Meteghan section is totally inadequate to the needs of the section. About fifteen months ago the trustees had been notified that proper school accommodations must be provided. A movement is now being inaugurated to erect a new school-house for a graded school of four departments, on a site some distance north of the present school-house. If this desirable project be accomplished, it is believed that all parties who petitioned for the formation of the new section will be satisfied to have the action of the Commissioners disallowed. The formation of the new sections would be unjust to Meteghan River section, which is already quite small enough, and would be of no advantage educationally to Meteghan section. If the Council of Public Instruction decide to disallow the action of the Commissioners above mentioned no increase in the number of school sections can be reported.

Eight sections had no schools during any portion of the year. These sections are McGill, Birchtown, Spring Hill, and Beaconsfield sections in Annapolis county ; and McBride, St. Joseph, Meteghan River and Forest Glen sections in Digby county. Beaconsfield, McGill and Forest Glen sections have never supported schools. McGill and Forest Glen sections are now organized, and expect to erect new school-houses during the ensuing year. Beaconsfield, Birchtown and McBride sections will not sustain schools for several years to come.

The school accommodation is improving each year. Extensive repairs have been made upon the school buildings in Brooklyn East, Sandy Cove, Meteghan River, Concessions and Weymouth sections. Bridge-town section has finished and furnished a fine room for the advanced pupils, and will open a fourth department for the ensuing year. A



fine new school-house has been erected in Clarence East section, and another in the town of Digby, in place of the old building which has become too small to accommodate the section. The new building in Digby, intended for the County Academy and town schools, is the finest building of its kind in the district, and is worthy of an extended description. The building is constructed of brick of excellent quality upon a granite foundation, and is located in a commanding situation near the centre of the town. The exterior dimensions are 62 by 56 feet with an annex in front 10 by 36 feet, and another in the rear 6 by 52 feet. The entrances are from the front and rear. The basement extends under the entire building and affords ample space for furnaces, fuel, store-rooms, and gymnasium if required. In the first storey are the lobbies and staircases, with four school-rooms, having a seating capacity for 192 pupils. The height of the ceiling is fourteen feet. The second storey, which is of the same dimensions as the first, will contain two school-rooms for the accommodation of 112 pupils. The back part of the second storey, not being required for immediate use as school-rooms, will be left for the present in one space 24 by 60 feet, and will be used for examination, or for other public purposes. The four school-rooms in the front of the building will be thirty feet square, and those in the rear 24 by 30 feet. The building will be heated by furnaces and will be well ventilated. The style of architecture is Italian, and the general appearance reflects credit upon the architect, T. W. Longstaff, Esq., and upon the town of Digby. The entire cost, including site, grading, new furniture, and all needed equipments will be about eight thousand dollars. It is expected that the building will be ready for occupation shortly after the Christmas holidays.

The furniture used in most school-rooms is the ordinary wood desks. These are being superseded in some sections where the new desks are required by the Paragon desks, which are a vast improvement in appearance, comfort and durability. All the Boards of School Commissioners in the district have endorsed the Paragon school desk and have recommended sections to procure these desks when new furniture is required. It is difficult to induce some sections to procure these desks for the reason that their first cost is greater than that for which pine desks can be obtained. Comfort, elegance and durability are often sacrificed for cheapness.

It is desirable that more stringent regulations be made regarding apparatus for schools. Several articles now deemed by existing regulations to be essential in all public schools are conspicuous by their absence. The Inspector may call the attention of Trustees to the necessity for procuring more apparatus, but often without practical results. If Inspectors were clothed with more clearly defined powers it would be productive of benefit to the schools under their supervision. They should be authorized to furnish apparatus and charge the cost against the County Grant, where trustees neglect to provide what is deemed necessary, or to withhold payment of the County Grant until apparatus is furnished. Such powers would cause their request to be

heeded. Inspectors have a fair idea of the financial ability of sections, and would exercise any powers conferred upon them with prudence.

The teachers as a class have, it is believed, discharged their duties faithfully and to the best of their ability. Some have achieved far better results than others in consequence of better natural endowments, or of a more favorable environment. About *seventeen per cent.* only of those employed during the year hold Normal School diplomas. This percentage should be quadrupled, if possible, not because it is believed that Normal training will make teachers of those whom nature has not qualified, but because those who are thus trained achieve success much sooner as the result of their training. Natural ability, coupled with study and experience, will ensure success in the end, but the claims of the young demand the speedy adoption of Normal methods in fitting them for the duties of life. That this opinion is entertained by many of the teachers of the district, is shown by the following resolution, unanimously adopted by the Teachers' Association held in September, 1890: "Resolved, that in the opinion of this Association every teacher should have a professional training to qualify him for the office of teaching. It is also resolved, that in the best interest of education the time has fully come that the Provincial Normal School should devote itself to strictly professional work, and leave purely scholastic work to the higher schools and Academies."

The evils resulting from frequent changes of teachers are very apparent. About *fifty per cent.* of the teachers change their spheres of labor each term, and probably not more than *fifteen per cent.* remain in the same sections longer than one year. Under existing conditions it seems difficult to obviate this unrest, which can in most instances be traced to the illiberal policy by which rate payers in many sections are governed. A remedy for this evil would be provided if larger sectional appropriations for school purposes were voted at the annual meetings, and if all teachers were to abandon the practice of underbidding one another for situations.

The Course of Study, which is followed more or less closely in all schools, has produced results most beneficial to the cause of education. A uniformity in school work now exists which was unattainable previous to its adoption. The oral work prescribed, however, does not yet receive that attention which its importance demands. Much improvement cannot be expected while the percentage of untrained and inexperienced teacher remains so large, and the average daily attendance of pupils remains so small.

The returns have all come to hand with reasonable promptitude. A good proportion of them was carefully made and correct. Some were found to be incorrect and unreliable in some particulars, showing want of proper care on the part of the teacher by whom they were prepared. Greater accuracy would doubtless be attained if the returns were recast and simplified in some points.

No improvement can be reported in attendance at school. If the returns be reliable, no less than *one thousand four hundred and eighty one* children between *five and fifteen* years of age were not at school in sections having schools during the winter term. *One thousand two hundred and forty-six* children between the ages named are thus reported for the summer term. The percentage of *enrolled pupils* daily present for time schools were in session was 59.4 during the winter term, and 60.9 during the summer term. It is believed that many of those who were not enrolled *could* and *should* have been in attendance if it were not for the whims of children and the neglect of parents. The average daily attendance should have been 75 per cent. at least. If the optional compulsory attendance clauses of the law were generally adopted and carefully enforced some improvement might be expected. In very few cases, however, are the rate payers now called upon to adopt the law, and when adopted it is not rigidly enforced. A more stringent measure should be enacted in the interest of the state.

A great scarcity of licensed French speaking teachers still exists. This has rendered necessary the issue of a number of "permissive licenses" to persons speaking the French language, a large proportion of whom are poorly qualified for teaching for want of adequate knowledge of subjects to be taught and of proper methods of teaching. The persons holding these licenses were required to attend the examination for the purpose of obtaining regular licenses, but the results were so disastrous in some instances that it became necessary in the interest of the public to refuse to re-issue permissive licenses to those whom the tests of the examination show to be too deficient in scholastic attainments. There is no doubt, however, that examinations in the English language place some of these persons at a great disadvantage in consequence of their want of practice in the use of that language. It is hoped that the Institution known as St. Anne's College, recently opened at Port Acadie, will prove beneficial in preparing young men for teachers in the French schools, and in that way among others confer a great benefit upon the Acadians of the Province.

The meetings of the Teacher's Association were held at Bridgetown on the first and second days of October. In consequence of sickness in my family I was unavoidably absent. A large number of teachers was in attendance, and the proceedings are said to have been interesting and instructive. The programme presented included papers and lessons on the following subjects:—"The Teacher out of school," by Freeman S. Messenger, B. A.; "History," by Alfred H. Morse; "Grammar," by Abner F. Newcomb; "Pons Asinorum," an original and interesting paper by Miss. Agnes Calnek, dealing with some of the difficulties encountered by teachers in their professional work; "An Illustrative Lesson on Temperance," by Miss R. N. Blackburn; and "History in our Schools," by Miss Annie M. McLean. The papers were all spoken of as being of a high order of merit and very practical. At the request of the Association, Miss McLean's paper was published in the local press for the benefit of the public. Practical discussions followed the reading of the various papers, and the interest

in the proceedings was well sustained throughout the different meetings. General regret was felt that Dr. Allison was unable to be present as had been expected, and that he had tendered to the government his resignation as Superintendent of Education. The feeling of the teachers on account thereof found embodiment in the following resolution, which was unanimously adopted by the Association:—

*“Whereas, It is with regret that the teachers of Inspectoral District No. 4, now assembled in their annual Association in Bridgetown learn of the unavoidable absence of Dr. Allison, Superintendent of Education,*

*And Whereas, It is with deep regret that they receive the intelligence of his resignation of the office of Superintendent of Education, for labor in another field of educational work,*

*And Whereas, The teachers now assembled do appreciate the kindly interest Dr. Allison has shown in this and former meetings of their Association, and remember with gratitude his able lectures upon Educational topics, his wise counsel, and his deep sympathy in their work as teachers,*

*Therefore Resolved, That the teachers now assembled embrace this opportunity for conveying an expression of their kindest interest in the Doctor's welfare, and hope that the same success that has accompanied him during his tenure of the office of Superintendent of Education, may attend him in his new field of labor,*

*And further Resolved, That a copy of this Resolution be forwarded to Dr. Allison, and also be placed upon our records.*

The County Academies at Annapolis and Digby have been in successful operation during the year under Principals McVicar and Godfrey respectively. At Annapolis the Academy has been brought to a very efficient state as the results of the scholarly work of the talented Principal readily attest. The attendance has not been as large as could have been desired in consequence of the comparatively large amount of High School work being done in a number of the graded schools of the county—especially at Bridgetown, Paradise and Lawrencetown under Principals Brown, Shaffner and McGill, respectively. In Digby, Principal Godfrey has been laboring at a disadvantage in the old building but it is believed that the effect of a new building, new furniture and new apparatus soon to be ready for use will inspire Principal and pupils with renewed energy and cause the Academy to become more efficient than it has ever been in the past.

With few exceptions all the schools were inspected during the winter term. In consequence of typhoid fever in my family I was kept at home for six weeks at the end of the summer term, and could not, therefore, visit schools during that period. The large number of schools now being sustained, together with the great amount of clerical work to be done, renders it nearly impossible to inspect every

school each term, and to devote to each school the time necessary to obtain a fairly accurate knowledge of the character and amount of work being performed therein.

In conclusion permit me to place on record my high appreciation of the uniform kindness and forbearance which has ever characterized Dr. Allison, the late Superintendent of Education, in all our official relations for the long period during which he so ably directed the educational affairs of the province, and to express the belief that similar courtesy will ever actuate the present worthy incumbent of that office.

I have the honor to be, Sir,  
Your obedient servant,

L. S. MORSE.

To A. H. MacKAY, Esq., B. A., B. Sc.,  
*Superintendent of Education.*

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DISTRICT No 5.—KINGS AND HANTS.

COLIN W. ROSCOE, A. M., *Inspector.*

SIR,—

Since my last annual report no change has taken place in the number of sections in this District. There are 104 in each of the counties of Hants and Kings, or 208 in both. With the exception of some slight change in the boundaries to provide for the accommodation of new settlements springing up in remote parts of the section, or a slight readjustment of the bounds of several sections so that all may enjoy school privileges, there does not seem much necessity for change.

At the present time a readjustment of the bounds of Sand Hill, St. Mary's, Waterville (A) and Bloomfield sections in Kings county seems to be needed to provide schools of the right kind in each of these sections. The schools here are all miscellaneous; but in two of them, viz: Sand Hill and St. Mary's, there are more pupils than one teacher can teach to advantage and not enough to warrant the trustees in grading either of the schools. A change might be made by which one of these sections can grade its school and the others have better schools than now because not so large. This is one of the matters that the Board of School Commissioners will have up for consideration in the near future.

Two sections in Kings and ten in Hants, had no schools last winter; one in Kings and three in Hants were without a school for the whole year. Randville, the section in Kings without a school for the year, made arrangements with Canning and sent its pupils there. To meet the expense of this a sum of money was voted by the section and paid

as tuition fees. As no complaint has been made against this it seems satisfactory for the present. The two sections should be united and perhaps this step may lead to this result. Of course the matter could not be excused should objection be made to it on the part of those having children to send to school; but since all seem agreed this arrangement is tolerated.

The three sections in Hants having no school for any part of the year were:—N. Beaver Bank, Glencoe and Manganese Mines. The first had no reasonable excuse for closing its school. The other two had a small number of children at best and some of the principal families moved from the section and thus no school was sustained.

The following tables present an outline of the schools during the past year in a condensed form:

## WINTER TERM.

	No. Schools.	No. Teachers	No. Pupils.	Attendance.
Hants .....	115	117	4447	279293 days.
Kings.....	113	118	4333	278249 "
Total .....	228	235	8780	557542 "

## SUMMER TERM.

Hants .....	118	125	4383	263075 days.
Kings.....	118	124	4085	238903 "
Total.....	236	249	8468	501978 "

## TEACHERS—WINTER TERM.

Grade.	A	B	C	D	Male.	Female.	Total.
Hants .....	2	19	66	30	18	99	117
Kings.....	1	21	64	32	28	90	118
Total...	3	40	130	62	46	189	235

## SUMMER TERM.

Hants .....	2	19	77	27	17	108	125
Kings.....	1	21	65	36	21	102	123
Total...	3	40	142	63	38	210	248

### PERIOD OF SERVICE OF TEACHERS—SUMMER TERM.

No. upwards of 7 years in the service .....	28
No. who have taught 5 years but not more than 7 .....	24
No. upwards of 3, but not more than 5 years .....	34
No. upwards of 2, but not more than 3 years .....	25
No. upwards of 1 but not more than 2 years .....	21
No. 2nd term employed .....	13
No. 1st term employed .....	6
No. who taught in same section whole year .....	120

Experience *should* and *does* count for something in most instances; but I regret to say that a few in these counties have made no improvement. They did not *teach* when they began, and now after some years in the school-room, they *hear* lessons and go through the routine of school duties and play school. These can be dispensed with. They will never learn to teach. Trustees understand this and seek for teachers whose experience has been worth something. It is much more difficult for one who has never taught to get a school than formerly. Even those who do as well as can be expected and study hard to become teachers of the truest and best class would, in my estimation, become so much sooner and at less expense to themselves and far less to the schools on which they practise, by attending a good training or Normal school at the outset, than by teaching. Has not the time now come when trained teachers should be recognized financially and when we should aim to raise the standard of the schools by providing them with teachers prepared for the work? Not more than half the teachers have a just appreciation of what good teaching means. There is an immense loss of time and energy along this line at the present time, and this must continue till attendance at the Normal school be made compulsory. Sixty-five of the teachers employed in winter and 68 in summer held Normal school diplomas. This means that 170 of those employed in winter, and 181 in summer have had no instruction in the methods of teaching. Without such training they do as well as can be expected. Some by experience have become good teachers. No other class of people would be encouraged in this course to the same extent.

Not more than 20 per cent. of the teachers in winter and 17 per cent. in summer were males.

The number of different pupils enrolled during the year was 10726.

The schools in this district have been conducted regularly and accomplished good results as a whole. Some indeed have done excellent work, many have done fairly well, and some have not been up to my expectations. All the teachers have seemed to do as well as they knew how to do. Upon the whole progress has been made. Some work of value is done by even the poorest teacher, but too much time is wasted in trying to do in a round-about way what might be done in a shorter and much better way. The aim should be not simply to



impart knowledge of a few facts or explain how some difficult problem may be solved, but to secure the greatest amount of mental discipline while imparting this knowledge. What is the pupil to receive from *this* which will aid him in future research? should be *the* question in the mind of the teacher. I am of opinion that years are required to become the best kind of teacher, and we cannot hope to raise the standard of our schools very much till all are aroused to the importance of teaching the most elementary subjects with reference to their bearing on what is to follow.

The three R's still demand and receive the lion's share of time and attention in the schools. Arithmetic is taught well in the main.

There is much improvement in this respect within a few years. Reading and spelling are not taught in many of the schools to produce the best results. Of course words are memorized and in time their meaning dawns upon the pupil. I would have the pupil understand what he is required to read from the first and all through his time at school. I am in favor of spending enough time over words to fix them and their meaning in the minds of the youngest pupils. As the pupil advances, teach him the use of the dictionary and thus the foundation is laid for the student in the true sense. I am glad to say that a fair proportion of teachers understands the value and bearing of this kind of teaching upon a pupil's progress in after years and make reading and spelling an intelligible and intelligent exercise.

*Nature-al* lessons receive more consideration than formerly; but there is not so much *nature-al* work done in this line as I could desire. I regard an honest attempt to do something in this department as an indication of advancement, and am of opinion that the Normal School should prepare teachers to give these and other oral lessons in the most advantageous way. In many schools all the other subjects of the course come in for their share of time and attention and are taught well or otherwise, as the teacher *knows* or *does not know* how to do it. There are some who make no attempt to teach any oral or object lesson, and I sometimes think they do well in not attempting to do what they must make a failure of.

The County Academies in this district have maintained their efficiency during the year. Both have matriculated students into the colleges and furnished their usual quota of candidates for license to teach. Windsor Academy is still in charge of Principal J. A. Smith, B. A., and Kentville, of Principal Angus McLeod.

Mr. Miller still conducts the Hantsport High school in an efficient manner, and has his claim to the special grant under the Academic Act recognized. He succeeds in passing two or three times as many pupils as are needed to substantiate his claim.

The village of Berwick attracts to its school many from outside the section for the purpose of preparing for license. A grade B, and a grade C class are maintained during the nine months preceding the

examination, and the candidates from here—25 or more in number—score high marks and do credit to the indefatigable principal, Mr. L. D. Robinson. Preparation is also made here for matriculation into college. This village has become the educational centre in the western half of Kings county.

The schools at Maitland, Canning, Wolfville and other towns maintaining graded schools, have been well sustained, and done credit to teachers in charge of them.

Many of the miscellaneous schools have pressed through a large amount of work very successfully, and have in their measure, accomplished results as valuable as any schools in my District.

As to the ones that have failed or partially failed, I think I will not at present publish their names. I hope the teachers who have made the failures may find employment adapted to them, and the schools teachers who shall change their condition for the better before my next visit.

Pine Woods and Three Mile Plain, colored schools, have had teachers holding permissive licenses for six months in the year. These are the only permissive licenses used in these two counties, and they would not have been asked for could licensed teachers have been induced to teach these schools.

Clermont, Pereaux Mt., Lake Paul and Dalhousie Road sections have built new school-houses during the year. All of these except Pereaux Mt. were aided from the County School Fund in accordance with Sec. 92 School Act. Pereaux Mt. received help from the School Land Fund of Cornwallis. Berwick has enlarged its house by the addition of a new room. The school here has been increasing for several terms. Last year a large class room was used for one department; but now ample accommodation has been provided for the present. Church St. has repaired, re-seated with improved furniture and painted their house inside. Trustees now, as a rule, use the patent desks and seats. In this there is often a mistake made in selecting a cheap pattern of inferior make, when a small addition to the cost would provide the *best*, which will prove the cheapest in the end. The small increase in cost is nothing compared to the increased comfort and convenience secured. Under no circumstance should desks or seats be selected too small for the pupils intended to use them. The aim should be to provide such furniture and school appliances as to secure the highest physical and mental development of the pupils.

The school Commissioners have condemned the houses in Weston and Welsford sections. The former is required to repair thoroughly and provide such accommodations as the law requires, and the latter to build a new house. In most cases the people are willing to provide fair school houses without compulsion.

Scotch Village, Rawdon Church, Hardwoodland, Vaughan and West Noel sections in Hants county have built during the last year. All these sections have built good houses for their ability. Vaughan section was assisted in accordance with Sec. 92 School Act. I am especially pleased with the house in West Noel. It has better arrangements for heating and ventilation than any other house in the District. The trustees made a study of the Ontario plans, and adopted one within their means, and I shall watch its operation with much interest, and if found to work well, shall use my influence to have others imitate it. Mt. Denson and Rockville have repaired and re-seated their school houses. Ellershous has rented the large hall in the village and seated it with a good style of seat and desk and converted it into a school room. Avondale has renewed and transformed its house into quite a respectable building for schools.

Windsor needs an additional room for an advanced primary grade. One hundred and two pupils were enrolled in this department last summer. There are too many for one teacher. The present building has been remodelled and changed so many times that it is difficult to make further change in it. A new building of modern pattern built with a view to accommodate the town for 12 or 15 years to come would seem to be the right thing for the commissioners to contemplate. There are now nine departments in the building and another is needed at once. Three of these have been added since 1880. At that rate of increase, a building to accommodate 15 departments will be needed in fifteen years time. Such a building on the present school site would make a great improvement in the town and be a boon to the school.

Three Mile Plain has but one room and reports 110 children between 5 and 15 years of age. The school commissioners have passed a resolution requiring another department opened in this section. The small amount of assessable property is the drawback. There is only \$30,754 liable to assessment.

The school at Upper Rawdon has too many pupils for one teacher and should provide for a class room with an assistant or for a graded school with two teachers. In several of the miscellaneous schools are found pupils in all the grades of the School Course up to 2nd year of the High School to be taught or looked over by one teacher. The loss in this respect is great, and it is to the interest of the sections to provide more teachers.

#### EXTRA VACATION.

The ordinary vacation of four weeks has been extended by the trustees according to the Regulation of Council in 168 of the 236 schools in operation in summer. The trustees do not in all cases give a proper notice of this extension to the Inspector and the teacher often forgets it; but both expect full credit whether notice be given or not. The trustees should give the notice with the School Returns. When such notice is not given the Inspector is authorized to allow but four

week's vacation. The trouble caused by this regulation makes a change necessary. In my opinion all schools of three departments and upwards may safely be allowed six weeks, all schools below three departments, five weeks, with the liberty to make it four at the option of the trustees who should be required to notify the Inspectors of Schools of change. This will be attended with much less trouble than now because it will apply to a much smaller number of schools.

While referring to the Return may I suggest what, in my opinion, will improve the school very much?

1. Under question 4 and 5, Table I, put the words years, months. Often the answer to these is an abstract number, and the Inspector is left to infer what it means.

2. Questions 28 and 29 in Table II have been answered every term for years and copied and reported. They do not afford any information of value and can be dispensed with, as it is the duty of the Inspector to notice and report cases when the law is not complied with in regard to size and furniture of school rooms.

3. Table III should be made to correspond to the Inspectors' Abstract. In the Abstract, spelling is expected of grade 2 and upwards; Language, grade 1 to 6; Grammar and Composition, grade 7 and upwards; Geography, grade 3 and upwards; History, grade 5 and upwards; Geometry, Algebra, Book-keeping and Latin, grade 8 and upwards. Many of the Returns report these subjects in any or all of the grades. There is therefore a difficulty in copying in these which might be remedied by a re-construction of the table. It may be done by ruling the table from left to right and by these lines indicating where each subject is to be reported.

4. Questions 79 and 80 are sometimes answered alike, sometimes 79 is taken for 80 and vice versa. I have some doubts whether one column could not be made to do the service of both these columns. If column 79 is found to be indispensable let the heading be changed to "No of different days pupil was present during the whole or any part of the day," and extend the line before this column to the bottom of the sheet and require the total of columns 79, 80 and 81 to be furnished by the trustees or teacher.

5. Question 88 should be defined so that salary paid should be for some definite time.

6. In Certificate of Trustees score out the words "and that we have visited the school in accordance with the law," and add and we have allowed our school—weeks' vacation.

7. In Trustee's Return for graded schools let a line be drawn across the three tables at the bottom of each and to the space thus made prefix the word total so that these tables may be added and completed before coming into the hands of the Inspector.

While referring to the Return Blanks, I wish to refer to the Register.

It will be found necessary to make it and the Return correspond in all that is to be copied from it into the Return. I find as a rule not much importance is attached to that part of the table on regularity of attendance which refers to absences from various causes and am of opinion that we would have as much information of value to require in this only the total days absent, and for the General Standing an estimate made for the term. The standing is arrived at in various ways. Some are particular and do it systematically; others take less trouble and still others put something in the Return and it is found afterwards they have made no entry of it in the Register. My idea would be to make the sheets as simple as possible consistent with the information needed, and then insist that they shall be completely filled.

*Calisthenics.*—The value of calisthenic drill in the schools is not well understood by all teachers. A comparatively small number give any exercise of this kind in a regular and systematic way. In my opinion a simple elementary drill book put in the hands of teachers and they be required to use it in giving such drill at regular intervals as would exercise and develop all the muscles of the limbs and chest, would be of immense advantage to young children.

*Written Exercises.*—I am pleased to report that written exercises are much more common by the pupils now than formerly, and of the teachers who practise it, many encourage their pupils to do their work in the neatest possible manner. This is very commendable, and is an accomplishment which will be of great value to the pupil in future. I am anxious to see this kind of work done more generally.

*School Commissioners.*—The School Commissioners spend a day once a year, at considerable expense for car fare, &c., in doing business connected with the schools, without remuneration. The work done by them such as changing and re-adjusting the bounds of school sections, appointing trustees in certain cases, determining the poor sections and settling disputes among trustees and teachers, &c., &c., is very important and essential. They deserve pay, but I presume they regard it an honor to give such service as they can render in this way to their country.

In West Hants, Edward Riley, Thos. Aikins and Andrew Shaw, Esquires, and Revd's. J. Bancroft and J. McMurray, D. D., have died, and John W. Morris, Esq., has moved from the Municipality since any appointments have been made. Last May there was not a quorum and no business was done. I would suggest the appointment of five or six Commissioners for West Hants, and three or four for East Hants. It will be well to have two or three of them in each case near the place of meeting. The death of Dr. Wier, Commissioner for East Hants, should be recorded here,

Referring you to the Statistical Tables sent herewith for any additional information you may need, I hereby respectfully submit this report of the condition of the schools in the counties of Hants and Kings for the year ended Oct. 31st, 1891.

I have the honor to be, Sir,

Your obedient servant,

COLIN W. ROSCOE.

A. H. MacKAY, Esq., B. A., B. Sc.,  
*Superintendent of Education.*

### DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MacNEIL, B. A., *Inspector.*

SIR:

In compliance with the duty imposed by law, I beg leave to submit the following brief report on the state of the public schools and educational matters generally, in my inspectorate, for the year ended Oct. 31st, 1891.

Although the statistical tables already forwarded are very full and exhaustive, I deem it proper to give a few comparative statements of last year's figures with those of the previous year. The following table is a statement of the schools in operation, with the registered attendance for the two years under comparison:—

#### CAPE BRETON COUNTY.

WINTER TERM.			SUMMER TERM.		
	No. of Schools.	No. of Pupils enrolled.	No. of Schools.	No. Pupils enrolled.	Total number of Pupils during Year.
1890.....	148	5941	161	6488	7139
1891.....	150	5771	164	6252	6926
Increase ..	2	.....	3	.....	.....
Decrease ..	.....	170	.....	236	213

#### RICHMOND COUNTY.

1890.....	62	2217	74	2786	2829
1891.....	61	2187	70	2552	2615
Decrease ..	1	30	4	234	214

## CAPE BRETON COUNTY.

1890.	Grand total attendance, Winter Term.....	385,802
1891.	" " " " .....	368,796
	Decrease.....	17,006
1890.	Grand Total attendance, Summer Term.....	378,502
1891.	" " " " .....	363,906
	Decrease.....	14,596

## RICHMOND COUNTY.

1890.	Grand total attendance, Winter Term.....	135,442
1891.	" " " " .....	132,361
	Decrease.....	3,081
1890.	Grand total attendance, Summer Term.....	157,579
1891	" " " " .....	144,856
	Decrease.....	12,723

Number of sections having no school in operation :

	WINTER TERM.		SUMMER TERM.		DURING YEAR.	
Cape Breton..	1890.	27	14		10	
	1891.	25	11		9	
Richmond....	1890.	17	6		3	
	1891.	18	10		7	

From these tables, it appears that in Cape Breton County there was an increased number of schools in operation, though the number of pupils enrolled and the total attendance were smaller than the previous year. The attendance for 1890 may, however, I think, be considered as having been abnormally large. In Richmond County, with one school less in the winter term, and four less the summer term, the attendance was diminished in about the natural proportion. Why so many sections remained without schools, I am unable to say, —the reasons generally given, namely, the scarcity of teachers, not being satisfactory to my mind. I hesitate to accept the statement that reasonable efforts were put forth to secure a teacher when a comparison of the returns with the County Fund distribution discloses the fact that many of these schools, when in operation, were, except for the teacher's government grant, nearly, if not entirely, supported from that source. Among seven of the sections selected at random that had no schools during one term of last year, I find that in three cases the allowance from the County Fund for the term during which school was open was only from *three to five* dollars short of the amount



returned as teachers' salary from section for the term, and the greatest difference, which was in a case where a Grade B teacher was employed, was thirty-three dollars. I consider this pretty strong evidence that in these cases at least, the failure to employ a teacher simply means the absence of reasonable efforts on the part of trustees and even moderate inducements in the way of salaries. The following table shows the average annual salaries paid to the teachers of different grades and sexes, including government grants, in both counties, as compared with the previous year:—

MALES.				FEMALE.		
	A & B	C	D	A & B	C	D
Cape Breton, 1890.	\$370.62	\$204.51	\$153.11	\$318.22	\$231.02	\$159.91
" 1891.	397.45	215.32	169.69	296.18	229.64	150.75
Richmond, ... 1890.	298.22	212.16	143.28	193.22	178.24	138.00
" 1891.	273.56	228.80	162.92	192.85	164.64	143.00

These figures indicate small increase in average salaries of male and slight reductions in those of female teachers in one County, while in the other there is no regularity of increase or reduction. The increases, however, where they exist are scarcely appreciable, and where the number of teachers in some of the grades is small, as is the case in the county of Richmond, very few changes in one direction or the other will materially affect the average; so that there is not much to be deduced from the figures quoted one way or another on the, to the teacher—I was about to write to the teaching profession—vital subject of salaries, unless, indeed, the deduction that on the whole they are not very encouraging. I suppose I am only repeating a well-nigh worn out remark when I say that so long as so little encouragement is held out to teachers to continue the good work as a life calling, no matter how well trained and qualified they may be, nor how congenial may be the pursuit, so long will teaching continue to be made the stepping stone to other professions, and our educated young people, often the flower of our youth, be driven to seek more remunerative employment not only in almost any other calling, but often in other countries. But how to reach the right spot in the hearts of parents and ratepayers and awaken them to a realization and practical recognition of the fact, is the great problem.

The following table shows the number of teachers of each sex and of the different grades employed in each county, as compared with the preceding year:—

## CAPE BRETON COUNTY.

WINTER TERM.					TOTAL	SUMMER TERM.					TOTAL
1890.	A	B	C	D		A	B	C	D		
Male.....	4	23	25	21	73	4	21	23	27	75	
Female.....	—	8	36	31	75	—	8	36	42	86	
					148						161
1891.											
Male.....	4	22	22	26	74	5	19	28	28	80	
Female.....	—	6	40	30	76	—	7	39	38	84	
					150						164

## RICHMOND COUNTY.

1890.											
Male.....	1	4	12	15	32	1	8	17	16	42	
Female.....	—	—	12	18	30	—	1	10	21	32	
					62						74
1891.											
Male.....	1	7	12	10	30	1	9	15	13	38	
Female.....	—	1	11	19	31	—	—	12	20	32	
					61						70

A few new school houses have been erected in the course of the year. In Cape Breton county, West Louisburg, which includes the historic "Old Town" can now boast of a school house somewhat better adapted to the purpose than the one which, for so long a time has been an eye-sore and a reproach. The new building was not, however, occupied at the time of my visit to the section in September last, being still unfinished, but would be ready for the beginning of the current school year. At South Head (Cow Bay), a neat new building replaces the one reported last year as having been destroyed by fire, and the people of this section deserve great credit and special commendation for their energy and public spirit in overcoming exceptional difficulties. This is the second time within a few years that they have been obliged to make good losses by fire, in the face of the disheartening suspicion amounting to a moral certainty in the latter instance at least, that incendiarism was the cause of the trouble, and that possibly the same dastard hand is lurking in their midst ready to subject them to a similar ordeal. The new school house was fairly well finished (interiorly), furnished and equipped, and the school was doing excellent work under an intelligent and painstaking teacher. At Beaver's Cove, through the energy and enterprise of Mr. Jos. D. MacKinnon, teacher, a resident of the section, a large two-storey building has been erected for the combined purposes of a section school house and a

farmers' school of agriculture, with rooms for the accommodation of pupil-farmers from other places while in attendance at the school. The room set apart for the section common school is spacious and commodious, and though not yet finished inside is fairly comfortable. This was the only part of the building yet occupied or fit for occupation at the time of my visit. The pupils of Louisburg (East) had also moved into their new quarters, two well finished and neatly furnished rooms, airy and bright—a great and pleasant change from the antiquated, damp and dingy buildings formerly occupied. What a wholesome effect such a transfer must have on the pupils' health, as well intellectual as physical!

Still no progress to report in the matter of Muggah's Creek section. I am, however, led to believe that the Sydney town council is about to grapple with the subject in a practical manner, and I trust that a school will be re-established there in the course of the school year now entered upon. The Gabarus school site difficulty which a year ago seemed to be in a fair way of being definitely settled, seems now as far as ever from that much desired consummation. Meanwhile, school is being kept in an unfinished shell of a hall, very ill-adapted for school purposes both in point of construction and location, it being situated on the edge of the street, without as much as a square foot of ground, if I am not mistaken, for play ground or convenience of any other kind. This state of things in a large and thriving village where there are children enough to require a graded school of two departments at least, is far from creditable to those who are responsible for its continuance. Four or five years of precious time have now been wasted over an unseemly quarrel which should never have existed and from which one can only conjecture how much harm has been done to the cause of education in Gabarus.

In Richmond County, new school houses have been erected at Soldier's Cove and Rocky Bay, both on more eligible and suitable sites than the old ones. These, with several cases of finishing and repairing on a more or less extensive scale, constitute the progress made during the year in school matters. In most cases the improvements have been effected on intelligent and more or less modern principles, but in a couple of instances, I was sorry to see what I considered a waste of funds in putting extensive repairs on old, ill-planned buildings which no amount of patching short of tearing down and rebuilding would make suitable and convenient school houses in a modern sense. But some people have queer ideas of the "fitness of things" handed down from generations gone by, as well as false ideas of economy which no amount of reasoning can prevail to remove, and such people are not generally prone to accept suggestions even from those who, in such cases, should be in a position to dictate.

Mr. J. D. McKinnon above named, is a graduate of the Provincial school of Agriculture at Truro who, to a varied knowledge of agricultural science, both theoretical and practical, acquired from extensive reading as well as from actual work and observation in the field from boyhood, has added a course of hard study with close application at

the above institution. The large building above referred to, in Mr. McKinnon's native section, stands as evidence not only of the earnestness and zeal he has brought to the work to which he seems to have devoted his life, but also of the enthusiasm he has been able to arouse on a subject hitherto so much neglected though all-important. I had not the pleasure of finding Mr. McKinnon's former pupils in session. I understand this part of his work was to be carried on only in winter and during evenings. But I was much impressed with the proficiency displayed by his juvenile pupils in the common school in botany, agricultural chemistry and natural history. Not more so, however, than I was impressed with the talented teacher's aptitude for his work as evinced by the evident sympathy and loving confidence existing between him and his pupils. It is to be hoped that ways and means may be found of helping this good work, for I am of opinion that Mr. McKinnon has here laid down the nucleus of an agricultural school, which, with judicious nurture and generous encouragement, may in a short time become an important auxiliary and feeder to the more pretentious institution—the Provincial school. Mr. James W. Edwards of Grove's Point, was the first teacher from Cape Breton county to take advantage of the school of Agriculture, and he is now, in addition to his ordinary school work diffusing his agricultural lore as best he can among the intelligent and thrifty farmers of his section of the beautiful island of Boulardarie. Mr. McKinnon is the second graduate, and lately, Mr. Daniel McNeil of Bridgeport, a former pupil of Mr. McKinnon's was graduated from the same institution and is now employed teaching classes in St. Francis Xavier's College.

Sydney Academy continues to maintain its high standard of excellence and to attract students from all parts of the Island. The number registered last winter term was 63, making an average attendance of 49.8; and during the summer term there were enrolled 53, with an average of 35.1. A change took place after the summer vacation in the vice-principalship by the resignation and retirement of Mr. J. K. Henry, B. A., whose place has been filled by Mr. F. J. Stewart, B. A.

The different graded schools throughout the district are all or nearly all presided over by excellent teachers, many of them of long experience, and are doing excellent work. Several of these schools in point of attendance and the amount of high school work being done, are ahead of some of the County Academies. I regret that the large and important section of Upper North Sydney which last winter had a graded school of two departments with an enrollment of 60 pupils besides 17 children between the ages of 5 and 15 years returned as not registered at school, has thought proper to take a retrograde step at the beginning of the summer term and return to the miscellaneous system. It should need no arguing to show how difficult it is for one teacher to give due attention to so large a number where all the grades of the common school course have to be taught with occasionally a few pupils in the high school subjects. While the section is provided with the requisite accommodation, the extra outlay must be trifling in comparison to the benefits to be derived from the graded

system. Lingan, too, was obliged to be content with a miscellaneous school after the summer holidays, as the number of pupils did not warrant the continuance of two departments.

While on the subject of school buildings. I omitted to report that the school houses at Port Richmond and Intervale, Richmond county, destroyed by fire—the former in April 1888, and the latter in April 1890—had not yet been replaced. At Port Richmond, no attempt, so far as I am aware, has been made to rebuild, and in the three-and-a-half years that have elapsed since the fire, the section has only enjoyed the privilege of a school for two terms at long intervals. In the other section referred to, a frame had been partly raised and rough-boarded when I visited the section last summer. I was informed it was the intention to have the house ready for the beginning of the present term.

At the annual meeting of the Board of School Commissioners for the county of Cape Breton in 1889, the following resolution was passed and put on record: "That the board resolve itself into a general committee to act in conjunction with the Inspector for the purpose of investigating the present state of the records of the boundaries of sections, and taking necessary steps to have such boundaries properly defined and recorded." It was proposed that each Commissioner should collate whatever local records or traditional evidence would be available of the known or acknowledged bounds of sections in his neighborhood, district or parish, as much as possible, to be submitted to a sub-committee of the Board. Not much progress, however, has been made in the matter. It can scarcely be expected that the Commissioners will devote their time and attention to it in the manner proposed. While all may, perhaps, be willing to undertake the work, it is unwittingly neglected or put off from time to time, and perhaps forgotten amid the multifarious duties of their busy lives. Meanwhile, the state of those records continues to be a source of frequent confusion and annoyance and even of occasional litigation.

The examination for teachers' licenses resulted, last July, in, I think, a larger number of failures than usual. I append a table showing the number of candidates at each station with the results. From these results, and especially from the average of marks obtained by many of those failing it would appear that too many go up for examination ill qualified and unprepared. In fact, I have known several instances, not only at the last examination but on former occasions as well, of candidates presenting themselves against the advice of their teachers, in some cases just to see what they could do, in others to gratify the wishes of their parents, and so forth.

## SYDNEY.

No. applying for Grade.		No. obtaining grade.			Failed.	No. already holding Grade.	
		B	C	D			
B .....	8	2	4	2	.....	C .....	8
C .....	44	....	5	10	29	D .....	13
D .....	36	....	....	4	32	.....	..
Total	88	2	9	16	61		21

## ARICHAT.

B .....	2	....	2	....	.....	C .....	2
C .....	11	....	4	4	3	D .....	6
D .....	15	....	....	3	12	.....	..
Total	28	....	6	7	15		8

This adds to the list of teachers in Cape Breton county only six *new* ones, out of 67 applicants who did not already hold a license of some class, and in Richmond 5 out of 20 new applicants.

In a letter dated Feb. 16th, the Superintendent of Education wrote me as follows: "When visiting the sections in which Government Night-schools are established, please spend an evening, wherever practicable, and send me, before the 1st of April, your impressions regarding the work being done in them." Night schools had been established at Little Bras D'Or, Sydney Mines, Victoria Mines, Reserve, Bridgeport, Little Glace Bay, Caledonia Mines and Cow Bay. On the 30th March I sent a pretty full report of my "impressions," accompanied by the notes taken at the schools visited, showing the number registered in each, the number found present, and the average attendance to date. As explained in said report, I failed to find more than four of the eight schools in session, owing to one unforeseen circumstance or another, though I visited all the localities and in most cases made appointments in advance; and the attendance in the four visited happened to be rather small. In view of the report already furnished, I do not consider it necessary to enter into extended details. I may, however, state that while all the schools opened with large lists, ranging from 36 to about 90, the average attendance was scarcely satisfactory. This fact would seem to indicate that the interest at first manifested was not maintained, but exceptional causes were given in extenuation of this apparent indifference. The occurrence of a general election campaign, with all its concomitant sources of excitement and distraction, was assigned as a great drawback, and it was claimed that last winter's experiment could scarcely be looked upon, as far as the County of Cape Breton was concerned, as a fair test of the amount of good these

night schools were calculated to accomplish. To quote from the special report referred to: "Those whom I found in attendance were in all cases those who had kept up a lively interest in the matter, had attended regularly, and had in consequence profited by the system. I found some young men who, on coming to school, had been unable to perform the simplest process in addition *secundum artem*, but who could now make up ordinary bills and understand the fundamental rules of arithmetic. Others having only a knowledge of the fundamental rules had come to understand fractions, compound rules and interest. All those with whom I conversed declared themselves well pleased with what they had learned, and expressed the hope that the system of Government night schools would be continued." On the whole, I think it is safe to say that enough has been accomplished to warrant a continuance of the experiment.

Before closing this paper, I wish to give expression to my deep sense of gratitude to our esteemed and respected ex-Superintendent, Dr. Allison, for his uniform courtesy and prompt attention during our eleven-and-a-half years of official intercourse, as well as for many acts of personal kindness, and to express the hope that he may long be spared to adorn the position of his choice with his wise discretion, sound judgment, and varied and profound learning.

In conclusion, I beg leave thus publicly to tender to yourself, Sir, my hearty congratulations upon the recognition and appreciation of your well known talents and abilities as an educator, which have singled you out for the high and responsible position you occupy and to welcome you as our Chief.

I have the honor to be, Sir,

Your obedient servant,

M. J. T. MACNEIL.

A. H. MACKAY, Esq., B. A., B. Sc.,

*Superintendent of Education.*

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DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

Sir,—

I beg respectfully to submit the following brief report upon the present condition of education within the Inspectoral District, together with a general summary of progress made during the year ended 31st Oct., 1891.

This district is one of the largest in the province. It embraces the whole of *two* counties, and the area is more than *one half* of the whole island of Cape Breton.



The northern portion of both counties consists largely of mountains and elevated plateaux, covered with stunted shrubbery, and dotted with lakes and ponds.

*Inverness* is so named in commemoration of the fact that the original settlers were immigrants from Inverness-shire, who were expatriated from their native hills nearly a century ago.

*Victoria*, so named in honour of her Majesty the Queen, was formerly a part of the adjoining county of Cape Breton,—and was accorded the privilege of autonomy some forty years ago.

In domestic life parents name their children in honour of their nearest and dearest friends. For a similiar reason probably, the people of this district have shewn their loyalty to British institutions by naming localities in honour of the Queen and Royal Family, together with other persons of distinction and eminence. The county of *Victoria* is so named as already intimated in honour of Her Majesty the Queen, and Jubilee section received its name in commemoration of the fiftieth year of her accession. *Albert section* is named in honour of the late Prince Consort. *Prince of Wales* in honour of H. R. H., Albert Edward, Prince of Wales. *Alexandra*, for H. R. H., the Princess of Wales. *Louiseville* in honour of H. R. H., the Marchioness of Lorne. *Landsdowne*, in honour of the Marquis of Landsdowne. *Stanley*, for the present Gov. General. *Gladstone*, for the G. O. M., William Gladstone. And a large settlement situated between the North River of St. Anne, and the North East River of Margaree, is named *Fielding Colony*, in honour of Hon. W. S. Fielding, Provincial Secretary for the Province of Nova Scotia.

*The District* extends from Port Hawkesbury to the island of St. Paul's, and is traversed by more hills, mountain ranges, deep gorges and arms of the sea, than any other territory of similar extent in the Province. It is also a land of "*magnificent distances*," broad barrens and numerous ferries. The distance from Cape Rouge for example in North Inverness, to the next section northwardly, is 17 miles; thence to Big Intervale, is 15 miles; thence to Bay St. Laurence, 14 miles—while there is a total distance of 28 miles, between Ingonish and the nearest section at Aspy Bay. This is an elevated plateau 1000 feet above the level of the sea, which must remain for all time absolutely uninhabitable. An excellent road has however been lately finished between the settlements, and through the philanthropy of the Local Government, an exceedingly comfortable hostelry is established midway. A more humane provision has never been enacted anywhere. The sight of the "*Half-way House*" cheers the weary way-farer, more than language can express.

The misty escarpment of "*Enfume*" is to be scaled to reach the North Shore, a narrow strip of land protected by the everlasting hills in the rear, with the "loud sounding sea" in front, and extending a distance of 25 miles. The other mountains are Kelly's, lying between Englishtown and New Harris, Crowdis mountain, Gillander and

Gairloch mountains—the two latter having their settlements and small schools. Schools have been established in 8 different islands, and there are no fewer than 10 “ferries to cross.”

Only *one* new section has been added to the total number of sections within the District during the year. This addition was made at the regular annual meeting of the North Inverness School Board—and the locality is hereafter to be known as “Forest Glen section No. 53.”

The total number of sections in the District is 268, the number in each sub-district being as follows :—

North Inverness .....	68
South Inverness.....	106
Victoria .....	94

In Inverness all the sections are well established, and although a number have been vacant during the past *two* terms, the sections are fully organized, and the fact of some of the schools having been unoccupied during *one* or both terms, is entirely traceable either to local disagreements or *sans souciism* on the part of the trustees and rate payers.

In Victoria there are actually only about 80 *living* sections—the rest are merely entered on the map of the municipality, and that is about all that can be said about them. There are, however, a few notable exceptions—Big Bras d’Or Mountain is *one*. Here is a large number of stout hearty children, with Spartan instincts and habits, but totally destitute of the most rudimentary educational advantages. Another locality of a similar character is the Meat Cove Lowlands—a veritable “*No Man’s Land*” in which the majesty of the law is completely ignored, and in which the young and rising generation naturally grow up under the most unfavourable conditions. Green Cove, Fishing Cove and Poulet Cove, are fishing hamlets, and McIntosh and Crowdis Mountains are thinly settled and have no organization whatever. Is it not possible to devise some remedy to relieve exigencies of this character? Should not a special appropriation from the County Treasury be made to assist indigent sections when a disposition to build and equip is clearly evinced, and should not the Inspector have power to grant local permissive licenses in exceptional cases—the syllabus of Examination to embrace merely English Reading, Writing, and a fundamental knowledge of Arithmetic?

*The school accommodation* of the District generally, is fairly good. In many cases both buildings and furniture are not by any means what I could wish, but as a rule the school-house is in keeping with the residences of the ratepayers, and any evidences of taste and refinement witnessed in the school room are morally certain to be reflected upon the section as a whole.

School houses condemned at the regular annual meetings of the school boards, have either been repaired or replaced by new buildings.

In South Inverness the High School at Port Hawkesbury has had an additional apartment added to it, and the whole structure has been thoroughly renovated.

A new building has been erected at Little Mabou, another at Little Harbour, and one at the Big Brook of River Dennis.

In North Inverness the local *imbroglio* at Big Brook has been amicably adjusted, and a comfortable school house crowns the *entente cordiale* mutually agreed upon; the school house at East Outlet has been thoroughly repaired, and furnished with Dawson desks of home manufacture, and the ratepayers of Hamilton have improvised a temporary building for the winter months, pending the commodious structure now on the *tapis*, thanks to the local school commissioners. In Victoria new buildings have been erected at McKenzie's Point and the Big Intervale of Cape North, and an elegant and commodious structure has been erected in Church section, Middle River. This is the finest school building in the County of Victoria, and reflects great credit upon the trustees and ratepayers of the thriving settlement.

Many trustees are exceedingly economical in the matter of paint and white wash, and it is not considered in many cases to be any breach of the proprieties to have dark and dingy school houses. When coal is used for fuel, this undesirable condition of matters is apt to be specially marked.

Under the proposed new *regime*, when Inspector's reports are to control trustees' drafts from the County Treasury, this unsatisfactory state of matters can be remedied.

At the last annual school meeting, the sum of \$3270, was voted for building and repairs.

The registered attendance of pupils during the year, did not materially differ from the enrolment of previous years, the total registration having been 8664, being a proportion of 1 in 4.6 of the present population of the District.

The leading statistics of each sub-district during the Winter Term, may be tabulated as follows:

#### NORTH INVERNESS.

No. of sections.....	68
" schools in session.....	59
" children registered .....	2393

#### SOUTH INVERNESS.

No. of sections.....	106
" schools in session.....	83
" children registered .....	2935

## VICTORIA.

No. of sections, (nominal) .....	94
" schools in session .....	68
" children registered .....	2104

During the following summer, there was an increase in each sub-district both in registration and in schools in session, the figures having been as follows:

## NORTH INVERNESS.

No. of schools in session .....	59
" children registered .....	2526

## SOUTH INVERNESS.

No. of schools in session .....	90
" children registered .....	3034

## VICTORIA.

No. of schools in session .....	79
" children registered .....	2386

Compared with the population of each county, the proportion of pupils in attendance at school was 1 in 4.3 for Inverness, and 1 in 5. for Victoria.

While the figures given above do not indicate any special increase in the attendance of pupils as compared with previous years, the fact is to be remembered that in the returns of the last decennial census the increase in the population is but trifling, and the number of children at school is necessarily in the same ratio.

In North Inverness *three* of the schools are graded, Grand Etang with *three* departments; East Margaree *two* and Whycocomagh *two*; in South Inverness *four* are graded, the County Academy at Port Hood with *four* departments; Mabou *four*; Hawkesbury *four*; and Hastings *two*. In Victoria the only graded school is the County Academy at Baddeck with *four* departments. There is, however, abundant material for *two* departments, both at Englishtown and East Ingonish, and possibly also at New Haven and McKinnon's Harbor.

The number and grade of teachers employed in each of the sub-districts during the Winter Term are indicated in the following synoptical statement:

## NORTH INVERNESS.

No. of teachers of grade B .....	6
" " " C .....	23
" " " D .....	23
" assistants " D .....	11
Total .....	73

## SOUTH INVERNESS.

No. of teachers of grade A.....	2
" " " B.....	8
" " " C.....	26
" " " D.....	58
Total .....	94

## VICTORIA.

No. of teachers of grade A.....	1
" " " B.....	4
" " " C.....	21
" " " D.....	46
Total .....	72

and during the following Summer Term the numbers were :

## NORTH INVERNESS.

No. of teachers of grade B.....	5
" " " C.....	27
" " " D.....	33
" assistants " D.....	12
Total .....	77

## SOUTH INVERNESS.

No. of teachers of grade A.....	2
" " " B.....	6
" " " C.....	33
" " " D.....	61
Total .....	102

## VICTORIA.

No. of teachers of grade A.....	1
" " " B.....	6
" " " C.....	20
" " " D.....	58
Total .....	85

An analysis of the above abstract shows that by comparison with the previous winter term, there were 6 additional teachers in N. Inverness, 8 in S. Inverness, and 13 in Victoria.

The funds at the disposal of the trustees are obtained from *two* sources—one is collected by sectional assessment, and is paid directly by the ratepayers—the other is an allotment paid out of the County Treasury, and is disbursed partially in proportion to the average attendance of the pupils. For the purpose of supplementing funds in the hands of the trustees, the sum of \$6983 was voted at the last annual meeting in Inverness, and \$4681 in Victoria, amounting in all to \$11664, which being added to the County fund, in Inverness \$7694 and in Victoria \$3740, makes a total of \$23098 in the hands of the trustees of the District, for the payment of their obligations to the teachers employed. Irrespective of grades, each teacher in the service would thus receive an average salary of \$92 per annum from this source. Taking the rates paid each grade during the winter term as a basis of distribution, teachers of grade B in Inverness, were paid from all sources salaries of \$231; grade C, \$189; grade D, \$188, and in Victoria the rates were grade A and B, \$339; grade C, \$204 and grade D, \$166.

The *County Academy* at Port Hood continues to prosper. Principal Eaton is a distinguished graduate of Acadia, and his professional attainments are of a high order. I had the pleasure of accompanying Dr. Allison, Supt. of Education, during his recent visit to the institution, and was pleased to hear him express his high approval of the manner in which all the departments were conducted. The intelligence and public spirit of the trustees are evinced in the fact that Mr. Eaton has been re-engaged with an advance of salary.

The *County Academy* at Baddeck has been during the year in charge of Mr. J. J. Buchanan, a graduate of Dalhousie College. The school was officially visited in March and also in October. During the winter term there were *two* classes in Greek, *one* of the first year and the other in the *second*; and there were *two* large classes in Latin. There was also a large class in Botany and another in Inorganic Chemistry.

In October the attendance was small and the examination was confined to exercises in Geometry, Arithmetic and Algebra.

The *Indian Schools* at Whycocomagh and Middle River, are still in charge of grade C teachers. Both act upon the principal that "*labor omnia vincit*," and I have no hesitation in saying that the work assigned these teachers is of the most irksome and laborious character. The registration is on a par with the surrounding County schools, but the attendance owing to the nomadic instincts of the tribe is most irregular. The Dominion Government has thus far acted handsomely towards them, providing them with school buildings, fuel, maps and apparatus of rudimentary character. I am happy to say that poor Lo! is gradually emerging out of the cloud of semi-barbarism which has so long overshadowed him. He can now read and write, and is endowed with the privilege of the elective franchise.

The *Teachers' Annual Examination* is unquestionably a potent stimulus to educational effort, and when it is invested with so much importance, it is surprising the syllabus is not extended and enlarged, so as to embrace the annual examination for positions in the civil service, and for matriculation in law and medicine.

There are *five* examining stations in this District, Port Hood and Hawkesbury in South Inverness; Cheticamp and Margaree Forks in the North, and Baddeck in the county of Victoria.

More applications were received than ever before, and the sum of \$300 was paid in Fees.

Subjoined is a *vidimus* of the number of candidates at each station with results appended :

#### PORT HOOD.

64 candidates—one passed for grade A ; 4 for grade C and 10 for grade D.

The highest average was made by Mr. Ranald Beaton, who passed for grade C with an average of 69.2.

#### PORT HAWKESBURY.

17 candidates—6 passed for grade C, and 4 for grade D.

The highest average at this station was made by Mr. Angus R. McDonald, who passed for grade C with an average of 69.6.

#### CHETICAMP.

35 candidates—1 passed for grade B, 6 for grade C and 7 for grade D.

The highest average was made by Mr. Placide Boudrot, who passed for grade D with an average of 57.3.

#### MARGAREE FORKS.

36 candidates—2 passed for grade C and 7 for grade D.

The highest average was made by James M. McDonald, who passed for grade C with an average of 67.14.

#### BADDECK.

51 candidates—4 passed for grade C and 20 for grade D.

The highest average was made by Mr. D. A. McAulay, who passed for grade D with an average 64.5.



It will be observed that none of the candidates fulfilled the conditions required in the offer of prizes made in the last school report. The offers then made are however hereby revived for the approaching examination in July.

The *Teachers' Association* was held at Whycocomagh during the first week of September. The attendance was large, and representative of the best talent in both counties. The papers read were interesting and comprehensive, and the criticisms advanced were friendly and at the same time incisive. The question bureau, as it always does, afforded much amusement and instruction, although some of the remedies adduced "to cure all the ills that the teaching profession is heir to" were of a decidedly quixotic character.

The next convention is to be held at Baddeck, and it is proposed that papers relating to education be read the first day, and that the following day be devoted entirely to exhibitions of miscellaneous school work on the part of our most successful teachers.

*Arbor Day* is becoming one of our regular institutions. The day on which it is held is announced to each section by special circular, and where vandalism does not reign the day is kept with veneration—trees are transplanted and the school grounds decorated, or improved in some way. When I visit the schools in the following summer, I can always see whether my suggestions have been carried out—and when they are not, the day is not considered as a holiday when the school funds are distributed from the Provincial and County Treasuries.

During the Winter Term a part of South Inverness was officially visited—the whole of North Inverness, and Victoria as far North as South Gut. I intended to have visited the rest of South Inverness on my return from Victoria early in April,—but just as I had everything prepared to start a snow storm of unprecedented severity came on, blocking the roads and rendering them impassable during the rest of the term. During the Summer Term a large portion of South Inverness was visited, and the whole of North Inverness and Victoria.

A visit to all the schools of the District in any one term, especially during the winter season, is quite impossible. There were 239 schools in winter and 264 during the summer following. Now in addition to school inspection, I am required by the School Act to perform clerical duty at the annual meetings of the School Boards, to act as deputy examiner and to pay teachers their provincial grants at 4 different stations. This takes up at least a month's time, leaving 80 days for inspection. At the rate of *three* visits a day I might thus visit 240 schools, while the total number in session was 246.

Formerly teachers grants were paid in cash, but carrying so much money around the country to make payments at the various stations was considered to be unsafe, and that method of doing things was accordingly discontinued. The teachers of both counties are now paid by Bank Cheque, those of Inverness by drafts on the Peoples' Bank,

and those of Victoria have their cheques on the Halifax Banking Co., mailed to them about the last of May and November.

Under the proposed new *regime*, I understand the distribution of grants due teachers and trustees, from the Provincial and County Treasuries, are hereafter to depend largely on the reports of the district school Inspectors. This is a matter which I have been urging upon the educational authorities of the Province for years. The wisdom of the proposed new departure is self-evident.

Early in the year the hand of death was laid upon Lauchlin McDougall Esq., who represented Whycocomagh on the Northern Board for upwards of a quarter of a century. At the time of his appointment, the Board consisted of *fifteen* members—not one of whom is now living. “We are verily such stuff as dreams are made of.”

Allow me to close this report with an expression of my high regard for your predecessor, Dr. Allison. No person could more honestly appropriate the motto—“*Suaviter in modo, fortiter in re.*” For *fourteen* years in sunshine and storm, he steered the good ship without a single collision. All honour to the man’s wisdom and executive ability.

In conclusion permit me to assure you that by a concensus of opinion among the leading educationists of the Province, the view is held that the “Tishbite’s” mantle has fallen upon the right shoulders.

Very respectfully submitted,

JOHN Y. GUNN.

A. H. MacKAY, B. A., B. Sc.,  
*Superintendent of Education.*

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DISTRICT No 9.—PICTOU AND SOUTH COLCHESTER.

W. E. MACLELLAN, LL. B., *Inspector.*

SIR,—

I have already forwarded to you statistical tables and abstracts, showing in detail the work done by the common and high schools of my inspectoral district during the past school year. That work, I trust, you will find, on the whole, satisfactory. It is, of course, far from the perfection at which you will naturally aim; but, so long as actual progress is being made, no serious disappointment need be felt by those interested in our educational system.

During the winter term, I was unable to visit as many schools as usual, owing to the severity of the weather in the earlier months, and the condition of the roads in March and April. In summer, I visited

all the sections in my district, with the exception of some ten or twelve, from which the storms of October drove me back, notwithstanding repeated attempts to reach them. In this connection I may say that it is practically impossible, during any one term, either summer or winter, for me to visit all the schools in my district. The school term, in winter, embraces one hundred and fifteen or sixteen days, in summer, one hundred and nine or ten. The average number of days absolutely required each term for office work, commissioners' meetings, payment of teachers, etc., is not less than from thirty to forty. This leaves only from seventy-five to eighty days for purposes of inspection, and means, in my district, that an average of three schools per day shall be visited during the remainder of the term if the ground is to be covered, something which can scarcely be done even if no interruptions occur through bad roads, bad weather or sickness.

Within the year new school houses have been completed at Upper Mount Thom and Lansdowne, in North Pictou, at East River, St. Mary's and Greenwood in South Pictou, and at South Branch, Stewiacke, in South Colchester. In all cases creditable buildings have been erected, and in most the best modern furniture provided. A new school house has also been put up at East French River in South Pictou, but, owing to an unfortunate dispute over the site, is not yet occupied. Big Woods, in South Pictou, is building its first school-house. This section was laid off many years ago, and for a time school was conducted in a private house, but of late years it has had no school and has been entirely without organization.

Quite a number of sections have made extensive improvements in their buildings and furniture; and a marked tendency towards beautifying school grounds has been developed by the more general observance of arbour day. Teachers generally take the lead in this good work, and some of them have brought about most gratifying results.

There has also been considerable improvement among trustees, in the matter of providing maps and other apparatus. In comparatively few sections have my recommendations in this respect been disregarded. I am strongly of the opinion that teachers have been largely to blame, in many cases, for the unwillingness of trustees in the past to provide maps, etc. It has been a common experience of mine to find maps carefully rolled up out of ordinary reach, with the dust of months, if not of terms accumulated upon them. Trustees might readily be pardoned for not perceiving the necessity of providing maps for such use. I have seldom had much occasion for fault-finding with trustees in sections fortunate enough to have secured the service of really efficient and enthusiastic teachers. Moreover, a good teacher generally leaves the impress of his or her personality on a section for a number of terms after leaving it. It takes trustees and parents some time after losing such a teacher to accustom themselves to the changed condition of affairs and to have it borne in on them once more that dreary indifference is after all the normal state of mind with reference

to school matters. Conversely, of course, a good teacher cannot in a day thoroughly arouse a school and a section from said normal state.

Many of the subjects which I had intended discussing in this my second annual report, were fully gone into before the conference of inspectors and others recently summoned by you. It will therefore be unnecessary to do more than touch upon them at present. First let me mention the suggested change from two terms to one in the school year. This is a reform which for some time past has seemed highly desirable to those interested in the working of our school system. Local objections to such a change will of course present themselves, but the general benefits to be conferred must far outweigh these. The one advantage of continuity of teaching would alone be sufficient to give the preference to the single term. While there are two terms, experience proves that the majority of sections will have two teachers each year. The confusion and loss of time occasioned by this can only be fully estimated by those familiar with the workings of the system. It is destructive of all efforts at systematic classification. Parents and children very generally conspire to deceive and confuse the new teacher as to the grading of the school. Before a thorough understanding of the situation can be arrived at, weeks and not unfrequently months have gone by; and then, rather than have trouble, which may not improbably result in the withdrawal of these ambitious children of ambitious parents from the school, the teacher allows them for the remainder of the term to continue in the grade into which they thrust themselves or were thrust upon the advent of the new teacher. At the end of the term comes another new teacher with a repetition of the tactics of which the preceding one was the victim, and so it goes on. The one term arrangement would ensure the same teacher to a school for at least a year, and would probably lead to still longer engagements.

The present short term induces and encourages indifference among teachers, who know that under almost any conditions they will be compelled to seek a new school at the end of six months. Another of the disadvantages of having two terms is the coming of the long summer vacation in the middle of a term, thus breaking it into two comparatively small fragments, in neither of which can satisfactory work be done. A single term would greatly lessen the labor of all concerned in connection with returns, as well as the troubles and responsibilities of trustees in engaging teachers and collecting taxes. Under a single term system teachers could be paid, both by the section and by the Province, three times a year more easily than twice as at present. Exceptions could easily be made to suit the cases of special localities, so that no serious inconvenience would necessarily be occasioned to any one by the suggested change.

Even should this change not be decided upon an alteration in the dates of existing terms ought to be made without delay, so that the summer term might terminate with the summer vacation. This might be effected either by making the summer term a shorter one, or by making it commence, say at the beginning of March, instead of the first of May.

The course of study now in force, is another matter which in my opinion requires modification, so far at least as miscellaneous schools are concerned. All work is at present graded up to the county academies and high schools, so that a pupil leaving school before completing the entire course goes into the world with an education fragmentary and comparatively valueless in many respects. The annual and semi-annual returns show that by no means a large percentage of all the pupils enrolled go even as far as the eighth grade; so that a great majority of our school children are turned out with mere shreds and patches of learning, of little practical benefit. If our teachers were all skilled and judicious instructors, the present course of study might, and no doubt would, be so modified by them individually as to meet more or less the requirements of each school. But a majority of the teachers employed are inexperienced or entirely lacking in professional training, and instead of taking the course of study as a finger post, indicating the general direction to be pursued by them, they view it as a sort of magnetic needle according to which they must shape their course, regardless of all obstacles and difficulties. What wonder, then, that they so frequently bring up in a very quagmire of classes and text-books! If the present course of study is to be adhered to a special set of instructions should be issued with it, containing full and explicit directions to the teachers of miscellaneous schools for the grouping of their classes, so as to economize time and give to pupils leaving school, say in the seventh grade, something definite and more or less complete in the way of information to take away with them.

Another drawback to the present strict system of grading in the miscellaneous schools is the encouragement which it seems to give to those pupils who follow the course to the end to step first into the ranks of the teaching profession and from that into one or other of the so-called learned professions, thus withdrawing them from the ordinary industrial ranks. A pupil who displays a little more than average aptitude for learning is now almost certain to be encouraged by a teacher, who hopes to gain credit from such pupils' examinations to pursue what is called "an education." The farm and the work-shop lose in consequence; nor is their loss always the gain of the professions. May not the question be pertinently asked: Are we not "educating" the brightest and best of our young people away from such occupations as are requisite for the development of the natural resources of our country, and into such as are already overcrowded, or, still worse, into the swirl of the much-lamented "exodus?" If so, is not the alteration of our course practicable?

The question of more thorough professional training for teachers also demands serious and prompt attention. Our Normal school, my observation leads me to believe, is doing admirable work, so far as it is given an opportunity. But in the preparation of teachers for the Provincial examinations for license as well as in imparting professional training, too heavy a burden is laid on the present limited although highly efficient, staff of that excellent institution. Its duties should be confined as strictly as circumstances will permit to professional work alone. Until such time as this

question of thorough professional drill for all our teachers can be satisfactorily dealt with, I would strongly recommend that potentialities of absolute harm-doing in school, always present in young and inexperienced teachers, be minimized by removing as far as possible beyond their reach the weapon which in their hands is now proving most dangerous, namely, the multiplicity of such text books as can be successfully employed to stifle intellectual life in their pupils.

In connection with any change which it may be deemed advisable to make in the grading of our schools, I would respectfully suggest that a special course be laid down for such pupils—the great majority—as cannot, or at least do not complete the present course. Such a course would naturally embrace reading, writing and spelling, as at present. For the rest, a much shorter and more practical course in arithmetic would be most desirable. Geography might well be confined to a thorough map drill upon our own country, in connection with which an outline history of the Dominion might be taught, and a clear insight into the political institutions of our country given. Incidentally of course the rudiments of physical and general geography in connection with the maps would come in. The relief, to teachers and pupils, of such a course would be enormous. It would make school-room instruction not only possible, but necessary. It would infuse some life into school-room work, and some intelligent pleasure into home preparation. At present the school-room is regarded in most cases by all concerned, as a place for listening to recitations, the home, as a place for memorizing words, which, too often, are forgotten shortly after they have been “said.” This is undoubtedly the great defect in our educational system—that, generally speaking, teachers are neither instructors nor guides to their pupils, but mere hearers of “lessons.” Pupils are not taught, but forced to learn by rote, and so given an actual distaste for books. The remedy, in part at least, would appear to lie in a less rigid system of classification, and sweeping changes not only in the character, but in the number of text books which teachers are permitted to place in the hands of their pupils. Oral work, in other words actual teaching, ought not only to be encouraged but insisted on, and plenty of time for it allowed. The excuse almost invariably given at present for the neglect of nature lessons and other similar work prescribed by the course of study, is that the hearing of “recitations,” from the numerous classes considered necessary, occupies fully the time of the teacher.

While pointing out faults in our school system, I am far from blind to its many good points, or to the benefits which it has conferred, and is conferring. Nor do I wish to be understood as sweepingly condemning the teachers with whom I have come in contact in my inspectorial work; on the contrary, I have found the great majority of them conscientious and hard-working. But most of them are bound by traditional methods, by what they believe to be the requirements of the prescribed course of study, and by the text books recommended for the use of pupils. Some have independently struck out admirable methods for themselves; others have been greatly benefited by Normal School instruction. Still the fact remains that the great majority

are inexperienced, or yet sadly in need of special training for their work.

I have thought it advisable in this report to direct your attention to general questions, seeming to me to require consideration, rather than to the statistics of my particular district, which largely speak for themselves, and the force of which you, sir, will be able to perceive much more clearly than myself when you come to consider them in connection with those of the various other inspectoral districts of the Province.

I have the honor to be, Sir,  
Your obedient servant,

W. E. MACLELLAN.

A. H. MacKAY, B. A., B. Sc..

*Superintendent of Education.*

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DISTRICT No. 10.—CUMBERLAND AND N. COLCHESTER.

E. J. LAY, *Inspector.*

SIR,—

I beg to submit the following short report of educational matters, and my work in respect thereto, for the year ended Oct 31st, 1891.

There are now 156 sections in Cumberland, and 61 in N. Colchester, or 217 in all in my district.

Out of those, eleven were without school for any part of the year. The number of schools in session for the winter term was 227, and for summer 247.

The registration in Cumberland exceeded that of the past year by 267, and in Colchester by 129. The grand total days' attendance, striking an average between summer and winter terms, was 11028 in excess of last year in Cumberland, and in Colchester 1806 below.

Indeed, in Cumberland the grand total for summer term of 1891, exceeded the best record of any previous term by 7471. It is a gratifying fact, also, that the average percentage of attendance has increased perceptibly in Cumberland.



## TEACHERS EMPLOYED.—CUMBERLAND.

	AVERAGE ANNUAL SALARY.											
	MALE.			FEMALE.			MALE.			FEMALE.		
	A&B	C	D	B	C	D	A&B	C	D	B	C	D
Winter Term, 1890	11	7	3	11	76	53			18	90		
" " 1891	10	7	4	7	77	54	\$457	\$262	\$217	\$273	\$222	\$152
Summer " 1890	11	5	3	8	90	64			18	91		
" " 1891	13	8	2	8	87	68	\$462	\$223	\$256	\$276	\$227	\$155

## COLCHESTER.

Winter Term, 1890	3	2	1	8	30	20			18	90		
" " 1891	4	2	1	9	28	26	\$460	\$270	\$116	\$260	\$215	\$140
Summer " 1890	3	4	1	8	32	24			18	91		
" " 1891	6	1	1	6	27	30	458	309	136	274	215	148

## NEW SECTIONS.

The following new sections have been formed in District No. 10, during the past year :—

Rushton's, between Sutherland's Lake and Westchester Mt. Sections, has a school-house built and school in operation.

Athol Mills, between Athol and Springhill Junction. School in operation for two terms past.

## IMPROVEMENTS.

*New Buildings. Wallace Bay, No. 20.*—A good building, ceiled, with separate entrances and lobbies. Will put in patent desks and furnish woodshed.

*River Philip, No. 80.*—A fine school-room, with basement for coal, ceiled with wood, separate entrances and lobbies, furnished with patent desks.

*Eel Creek, No. 95.*—A fine lot of ground, good room, ceiled overhead, separate entrances and patent desks.

*Centreville, No. 122.*—Ceiling and wainscot of wood, stained, patent desks, but lobbies not separate, and but  $\frac{1}{4}$  of an acre lot. Those last two sections, that have thus made such a creditable record, formerly constituted one section, with a wretched building, and for many terms no winter school.

*South Pugwash, No. 123.*—Has a fine large lot, separate entrances, and lobbies to school-room, high ceiling finished throughout in wood, painted and furnished with desks of home manufacture.

*Wilson's, No. 14.*—(New Annan.) A neat school-room, which will be furnished with patent desks.

*Londonderry Station, No. 31.*—Has a new building of improved plan, and also

*Canaan, No. 19.*—But these two I have not yet visited.

*Springhill.*—Has added to its fame for liberality in educational matters, by providing another new school-room of four departments, on the Herrett Road. This building is fully equal in appearance to the handsome one in the centre of the town. Still, two departments have to be formed outside those buildings, thus attesting to the steady growth of Springhill.

#### OLD BUILDINGS IMPROVED.

*Bass River, No. 8.*—Building raised four feet, porches added, and whole made into two departments, heated by furnaces and furnished with new patent desks.

*Folly Village, No. 18.*—Buildings raised four feet, porches added, and whole remodelled: It is now a neat school-room, of good appearance, and furnished throughout with patent desks. These improvements are a credit to the village.

Thus we have added, the past year, thirteen new school-rooms, ten of which are in Cumberland. Last two years' record was a new school-room a month. We have slightly raised that record the past year, and prospects are bright for the future. Six schools of one department each, will probably be built next summer, while Amherst has voted the sum of \$25,000 for a new academy. Many other sections have voted money to enlarge grounds or improve buildings.

Wentworth, No. 13; Pugwash, No. 19; Henderson's, No. 91; Oliver's Bridge, No. 11; Sutherland's, No. 23; have all made improvements, either in fitting up interior of buildings, or enlarging grounds.

Apparatus added the past year :

Maps of Dominion, . . . . .	12.	Maps of Nova Scotia, . . .	6
" Hemispheres, . . . . .	4.	" Europe, . . . . .	2
Large Globes, (12 inch) . . .	7.	Wall Cards, . . . . .	6 sets.
Ball Frames, . . . . .	3.	Dictionaries, . . . . .	4

During the winter term, my time was, as usual, spent in visiting schools, meeting Boards of Trustees, and in the general routine of an Inspector's work. In the summer, by permission of the Council of

Public Instruction, the plan of Science Institutes, as mapped out in my last report, was carried into effect. The following table gives a general idea of their location, attendance, &c. :—

STATION.	TEACHERS PRESENT		Other Students.	Instructors.	Total Attendance.	Public Meeting.
	Teaching.	Not Teaching.				
Economy .....	13	2	8	1	24	Yes.
Folly Village ...	24	3	10	3	40	"
Parrsboro .....	24	4	12	3	43	No.
Spencer's Island	8	0	0	1	9	"
Tatamagouche ..	27	2	11	2	42	Yes.
Balmoral Mills..	12	2	7	1	22	"
Wallace .....	18	2	10	2	32	"
Pugwash .....	10	2	6	3	21	No.
Oxford .....	17	2	18	3	40	Yes.
Springhill.....	28	0	10	3	41	"
Amherst .....	40	3	10	2	55	"
	221	22	102	24	369	

Other stations were established, but, as the attendance did not warrant an institute, the students attended some one of above.

*Attendance.*—This was everything that could be desired, only twelve teachers in the whole District, teaching at the time of holding of Institutes, absenting themselves. Then in addition to the teachers, as above table shows, we not only had teachers not at work in their profession, but many others, who enrolled themselves as students, and visitors who called to hear the exercises.

*Instruction.* The work of the Institutes was carried on as far as possible after the model of the Summer School of Science. The students listened to lectures, personally examined specimens of minerals, plants and insects, and were questioned as to their knowledge on the results of their observations. In every case, care was taken to show how this knowledge, and especially the manner of acquiring it, could be utilized in the school-room.

*Branches Taught.* Especial attention was given to the Nature Lessons in the course of study. In *Mineralogy*, the following were closely examined, and tested for hardness, streak, magnetism, or treated with acids, by heat, the blow-pipe, &c. Granite and its constituent minerals, limestone, plaster, iron ores, manganese, coal, barytes.

In *Botany*, a general description of the parts of the plant was given, together with their functions, the use of the key, and examination and description of many species.

In *Entomology*, the life history of an insect, the dissection and description of one species each of several of the different orders and illustrated talks on insects injurious to fruit-trees were given.

These three subjects took up the larger portion of the time devoted to science, but at one station, Geology, at another, Chemistry, and at another, physics, was taught.

The *Tonic Sol-fa* method of teaching singing was successfully taken up at most of the institutes. This work was inaugurated in this District in the winter of 1890 by Rev. James Anderson, whose strenuous exertions in Amherst and Springhill aroused great interest in this method, which has increased since. Mr. Anderson's work, together with our institute teaching, has resulted in introducing a proper mode of teaching singing in many of our public schools. This part of our work was carried on by Messrs. Ford and Ross and Miss Travis, of Amherst, Miss McCart of Acadia Mines, and Miss Naomi Peppard of Springhill. Mr. Ford taught in three of the Institutes, the others each in one. In some of the villages where we met, the trustees paid the travelling expenses of three who went from Amherst, otherwise their labors were free, and, moreover, cheerfully given.

My other helpers in the work of teaching were:

Miss Annie Irving, (Entomology), Economy.  
Principal Ruggles, (Botany), Folly Village.  
" Craig, (Geology), Parsboro.  
" McKenna, (Physics), Oxford.  
" Dechman, (Chemistry), Pugwash.  
" McTavish, (Botany), Springhill.

I cannot sufficiently praise the above persons for their able assistance, or thank them commensurately with the part they played in successfully carrying out this new venture of teachers' institutes.

But although elementary science formed a large part, it did not comprise all of our work. The greatest of attention was given to the course of study, and right methods of instruction in school-rooms, to government, classification, &c., of pupils, to register keeping and making out of returns. The good results arising from this latter were abundantly evident when the summer returns came to hand.

The public meetings formed a very interesting part of the work. At these addresses were given by teachers, citizens and Inspector, while a musical programme, by local talent, was often rendered. The addresses were all on educational topics. So far as I could, my remarks were directed to the different subjects taught, why and how we taught them, purpose of Institutes, necessity of a good education to the farmer and artisan, &c.

The people at every station showed this interest in the Institute and its students, by frequent attendance at our meetings, and by

entertaining at their homes, free of charge, all the students of every Institute. In Economy, Wallace and Amherst, excursions were made or picnics given by leading citizens, while at every station, walks were organized for collecting material for our scientific work, and to places of interest. At every institute, petitions were signed by the students and addressed to the C. P. I. for a continuance of this method of work by Inspector.

It is too soon yet to judge of results, but assuming from the attendance of teachers, their interest in the subjects taught, and their sympathy with the plan, I do not fear that our hope in their utility will be disappointed.

In this report I refrain from the usual plan of making comments on existing relations of trustees, teachers, Inspectors, and other school officers, of pointing out needed reforms, &c. These have been done frequently and fully by my brother Inspectors and myself, with what results the Department of Education knows. For the future, we feel that there is need of more definite action, of personal deliberation among ourselves, and a more tangible relation with the Education Office than that gained by our yearly report.

Allow me, sir, in conclusion, to congratulate you on the high position in Educational matters to which you have attained, and to which your record as an educationist amply entitles you, and to assure you of the confidence my teachers and myself have in your forethought and ability.

It is no derogation to you, however, to declare that your predecessor, Dr. Allison, had won our confidence by his ability and administration of affairs, and will always be held in highest esteem by teachers and Inspector of District No. 10.

I have the honor to be, Sir,

Your obedient servant,

E. J. LAY.

To A. H. MacKAY, B. A., B. Sc.,

*Superintendent of Education.*

APPENDIX C.

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## Report of the Board of School Commissioners

OF THE

CITY OF HALIFAX.

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CHAIRMAN'S REPORT.

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OFFICE OF SCHOOL COMMISSIONERS,

Halifax, N. S., Nov., 1891.

TO A. H. MACKAY, ESQ., B.A., B.Sc., F.R.S.C.,  
*Superintendent of Education.*

SIR,—

I have the honor to submit herewith for the information of the Council of Public Instruction, the reports of the Supervisor of Schools and Secretary of the Board.

The expenses of management of our schools have had the unremitting attention of the Board and every care has been exercised to have the funds at their disposal judiciously disbursed, and kept as nearly within the estimate of the year as possible.

The prevalence of diphtheria during the fall and winter caused quite an extra and unavoidable expenditure for cleansing and disinfectants. Happily the active measures taken were successful in eliminating this dread disease from the schools.

The cost of management will naturally become greater year by year. It is indeed a difficult matter to point out in which way this can be prevented, as the necessity of increased accommodation is being continually brought to the notice of the Board.

The amount expended during the year was \$98,883.24, being an increase of \$7791.87 on the preceding year.

*Compulsory attendance.* Steps have been taken during the latter part of the year to enforce the Act passed in 1888 session of the Local Legislature. This Act provides that every child in the city between eight and fourteen years of age shall attend school either public or private, not less than six months in each year. It is sincerely to be hoped that the objects sought for when having the law passed will be secured. Policeman Webster has proved a painstaking and efficient truant officer.

The Supervisor, in his report, gives full statistical information, also many valuable suggestions for improving the state of our schools both as regards the mental and physical training of the youth of the city. I would refer to one or two points in which I think some improvement might possibly be made. In the Academy the subjects taught are too numerous or diversified, and there are as a consequence, too many lessons in one session. Pupils are unable to master the subjects, the time given to each being altogether inadequate for the purpose. Lessen the subjects and devote more time to the study of those taught, else the pupils will go forth into the world ill prepared to take the places expected of them, after graduating from the Academy. Again a man or woman of the present day to be successful in any position of life, should be able to read well, speak correctly, write plainly and count quickly and accurately. Therefore too much attention cannot be given to teaching reading, spelling, writing and arithmetic. This applies more particularly to the common schools, as many through circumstances of necessity, are not permitted to avail themselves of the advantages to be derived by attendance at the Academy.

The long talked of Kindergarten and Manual Training classes, have become a reality during the year; and the Board, I am persuaded, have been fortunate in securing the services of Mrs. Harriman and Mr. Lee-Russell, to take charge of the respective departments. The Kindergarten, in the short time it has been in existence, has given ample proof of its ultimate success. Mrs. Harriman has associated with her, four young ladies holding B and C licenses, and who promise to take excellent positions in this line of teaching. In the Manual Training department, although the initiatory stages are not very interesting, the classes have been well sustained. Of this department it can also be said, that the evidences of success are very gratifying.

#### ALEXANDRA SCHOOL.

This school, erected to take the place of the old Brunswick St. School, has been completed and occupied during the year. This well appointed building has supplied a long felt want, and will, no doubt, prove sufficiently large for the requirements of this district for a long time.

Arbor Day was observed in nearly every school in the city, and instructive addresses were given by teachers and others. It is to be regretted, that so many of the trees planted on these occasions are wantonly destroyed. The perpetrators should be punished severely, and if possible steps should be taken to this end.



I would here take the opportunity of manifesting my appreciation of the valuable assistance so freely accorded me by the several members of the Board, while filling the office of Chairman, they at all times evincing a desire to further the best interests of our schools.

I have much pleasure in adding my testimony, to that of my predecessors, as to the high qualifications of the Supervisor, Mr. Alex. McKay, and Secretary, Mr. R. J. Wilson, for their very responsible offices.

I have the honor to be,

Your obedient servant,

W. A. CONROD.

# Report of the Supervisor of Halifax Public Schools, FOR THE YEAR ENDED 31ST OCTOBER, 1891.

TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF SCHOOL  
COMMISSIONERS FOR THE CITY OF HALIFAX.

Gentlemen,—

The following report, showing the condition, progress and needs of the public schools of this city, is respectfully submitted for your consideration :

## ABSTRACT OF TABLES FOR COMMON SCHOOLS.

### WINTER TERM, 1890-91.

GRADE	MALE TECH'RS.				FEMALE TECH'RS.				TOTAL.																										
	Academic.	Class I.	Class II.	Class III.	Academic.	Class I.	Class II.	Class III.	Males.	Females.	No. of departments.		No. holding Normal School diplomas.		No. without Normal School diplomas.		No. of teaching days.		No. of pupils enrolled.		No. over 15 years of age.		No. under 15 years of age.		No. of Boys.		No. of Girls.		Grand total days' attendance.		Average daily present.		Average No. of pupils for each teacher.		Percentage of attendance.
1891.	2	8			33	67	3	3	10	103	113	30	83	119	5734	117	5587	2825	2909	437085	3822	34	68												
1890.	2	9			30	68	3		11	101	112	30	82	116	6147	188	5959	3060	3087	481436	4304	37	70												
Increase...					3					2	1		1	3																					
Decrease...	1					1			1						413	41	372	235	78	44351	482	3	2												

### SUMMER TERM, 1891.

1891.	2	10	...	...	33	67	3	12	103	115	31	84	93	6483	178	6306	3147	3336	400530	4513	39	69	
1890.	3	9	...	...	32	68	4	12	104	116	32	84	95	6352	152	6200	3128	3224	352238	4124	33	66	
Increase...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Decrease...	1	...	...	...	...	1	1	...	1	1	1	...	...	2	131	26	105	19	112	48297	389	6	3

There were 5,734 pupils enrolled in the winter term.

The returns give 1,304 new pupils for the summer term, making a total of only 7,038 different pupils enrolled during the year 40 less than 1890.

For the last eight years the average increase per annum of enrolled pupils was about 259, whereas this year there is a decrease of 40.

After the epidemic of diphtheria had expended itself last spring, the attendance improved very rapidly as may be seen by comparing the tables for winter and summer. Although there were 16 more teaching days in winter than in summer of this year, yet the total attendance differed only by 36,000 days; whereas in 1890, with a difference of only 11 teaching days, there was a difference of attendance of 130,000 between the winter and summer terms.

In my report last year, I stated that about 100 children from the schools had, during that year, fallen victims to diphtheria. Our tables this year show that about 50 more might have been added to that number.

#### IMPROVED SANITATION.

The sanitary conditions of the school rooms and play grounds have been greatly improved. The commissioners, secretary and teachers have been unremitting in their attention to these matters. By regular circulars, the board was kept informed of the state of the buildings and of the health of the pupils, so that they have sometimes obtained information in advance of the city medical authorities.

The secretary furnished the schools regularly with a bountiful supply of the disinfectants which were used under the directions of the principals. The teachers reported promptly all new cases. Almost all danger from this epidemic is now removed from the schools.

#### IMPROVEMENTS IN SCHOOL BUILDINGS.

Morris street school—For some years past much fault was found with the sanitary arrangements of this school. At considerable expense new vaults were built in the basement. They are the most satisfactory of their kind in the city. A modified form of the same system should be extended to other schools where it is needed.

St. Mary's girls' school—This building is now heated with hot water, which by the use of an abundance of fuel is made very comfortable with regard to temperature, but unfortunately not so with regard to ventilation. The rooms are very well kept and are models of neatness and convenience.

Alexandra school—This probably is the best school building in the maritime provinces. Architectural beauty had to be sacrificed to the irregularities of the site. There are fourteen large and well lighted departments with commodious halls, all warmed and ventilated by the Smead system. The vitiated air of the rooms is entirely replaced by pure warm air every 7 or 10 minutes. Consequently the air does not deteriorate when rooms are occupied. The pupils are free from that lassitude and those headaches common in all other school rooms. The

sanitary arrangements connected with the system are about perfect. When the janitor and teachers come to understand the management of the fresh air inlets and the regulation of the valves, the system will be pronounced an unqualified success.

**Roman Catholic orphanage**—This school has now a second well equipped department with a superior teacher, Sister Berchmans, formerly of St. Patrick's girls' school.

**Albro street school**—Extensive improvements have been made in the arrangement of the halls, the enlargement of rooms and the providing of cap rooms.

**St. Patrick's boys' school**—About nine hundred dollars were spent on a new verandah and other repairs.

The schools of the city, both in respect to buildings and furniture, were never in a better condition than now.

#### REFORMS SUGGESTED.

There are, however, a few points yet requiring attention.

1. Improved ventilation generally. This will require time and and much thought, though not necessitating much expense.
2. Improved buildings in such schools as need them. The necessity for them is not very urgent nor the difficulty of planning them at all serious.
3. Protection in the play ground for rainy days, such as has been provided in Acadian and Dutch Village schools. Some cheap pieces of apparatus for outdoor gymnastics would be much appreciated by the pupils.
4. A new building to replace the National and Acadian schools may be looked upon as a pressing want. Seventy-five per cent. of the annual cost might be realized from the present building, while the additional comfort, health and progress of the pupils would be the advantages derived from the increased cost of twenty-five per cent.
5. The Russel street school house is at present in a most unsuitable locality, good work being impossible with such noisy surroundings. The rooms in St. Joseph's orphanage are very much crowded. A new school house of 12 departments in this locality would be a great blessing to those whose children are to be educated at Russel St. school.
6. St. Patrick's girls' school is already overcrowded, and one of its classes had to be moved to St. Patrick's boys' school. Besides, the highest class has to be taught in the store room, which is only 25 feet by 7, leaving no room for laboratory work. A new building with three or four rooms for those doing high school work would relieve the present congested state of the school.

7. Compton Avenue school should be completed according to the original plan at as early a date as convenient. It would then be possible to give up a very unsuitable room now in use and also have in that locality what is very much needed, a good kindergarten.

With these additions the school buildings of Halifax would be as good as it would pay to make them for some years to come. Possibly occasional rooms may be needed for kindergarten work as that system develops. At present there are six vacant rooms that can be utilized for that purpose.

### THE COURSE OF STUDY.

All our city schools are now graded as exactly as circumstances will allow. There are 63 teachers whose work is confined to one grade each. There are only two or three teachers whose work covers more than three grades.

Nearly all the teachers are following the prescribed course of study very closely in all that relates to the leading subjects: Reading, grammar, geography, history, arithmetic and writing. But in lessons on nature, language, composition, drawing, hygiene, music and calisthenics, there is still more or less confusion. To recognize these defects and look for their causes will perhaps help in finding a remedy.

1. The lessons on nature as given in the prescribed course are not sufficiently differentiated as to their subjects. Instead of making some advance in every grade, it would be better, so far as it can be done without violating the laws of mental growth, to make each grade responsible for a definite part of the wide field of science. This would prevent the confusion arising from a multiplicity of subjects. For example, passing over the first four years of school life let the fifth year deal with the simpler problems in physiography only. Let the summer months of the next two years be spent with plants and the winter months in the study of animals. Let the eighth year be confined to the elementary principles of physics and chemistry. It will then be an easy matter to hold each teacher responsible for her own part of the work.

2. Defining the work in tonic sol-fa, drawing and calisthenics, in a similar manner, will help to do away with some neglect chargeable against many teachers on these subjects.

3. Language and composition.—The place of these important subjects is now usurped by grammar. Aside from the development of faculty, no school acquisition is of more value than the ability to use one's mother tongue correctly and readily. This power is acquired only by constant exercise both in speaking and in writing—an exercise that requires to be conducted with skill and great watchfulness. To establish a pupil in the best usages of our language and to fix them as habits, the teacher must avail himself of the principle that we learn

to do by doing. To overcome bad habits formed from other associations than those of the class rooms, what is needed is constant practice—every spoken answer full and complete, every written exercise in good English.

A knowledge of subjects, predicates, modifiers, strong and weak verbs, and verbs of incomplete predication, gerunds, pronominal adverbs and adversative conjunctions may bewilder, or make youthful pedants of the ordinary boys of twelve—these things will do but little to give him facility of expression or to create in him a taste for the noble and ennobling literature of his mother tongue. Let us take up formal grammar in the academy, only, where it properly belongs, and if we must have some grammar let us have a simple text book of a few pages for the common schools. The time spent in parsing is needed for practice in good English, spoken and written. I am not condemning our present text book in grammar. I am only pointing out that it is entirely misplaced when it is found in the seventh or eighth grades of our common schools, and that a much more profitable study—an essential study, should be substituted for it.

#### HYGIENE.

In my report for 1889 I recommended a regularly graded course of lessons in hygiene, including under that heading the teachings of science regarding temperance. At the request of the board I examined carefully a large number of text books on these subjects, and recommended for the common schools the Pathfinder series as published in Baltimore, and for the academy Martin's physiology. The Council of Public Instruction, however, declined to authorize their use as text books in our school. This I regret chiefly for two reasons:

1. With the book now authorized it is useless to expect the best results in training the pupils to a knowledge of the facts and laws of health or of the poisonous effects of alcohol on the human system and its blighting effects upon society.

This teaching and these or similar graded text books are prescribed for more than nine-tenths of the schools of the United States. Why should they be denied to our children? Although there are very few who live up to their knowledge, yet knowledge has a very great influence upon our manner of living. We may reasonably hope that if our children are taught the facts about alcohol, its influence for evil will cease with the next generation. I hope therefore the board will continue their endeavors to place temperance books in the schools better suited to their requirements.

2. By the use of these and other books as supplementary readers, the quantity and variety of the pupils' reading would be greatly increased. In the opinion of our best educationists, this is an important improvement on our old system of having pupils pore over one book until they become wearied with the monotony of the exercise. We know nothing correctly until we have seen it from many points

of view. We know the full force and real meanings of words only when we have used them in very many different relations to other words. Children who in their homes read a great many books make very satisfactory pupils compared to those who are restricted in their use of books. A child may be altogether unfit for advancement, and yet as the complaining parent often says he may know his reader by heart. In such a case the only way is to put the child into another book of the same grade. Seeing the same words in new combinations sheds a flood of light upon them. His interest is aroused and he makes rapid progress. For this reason our teachers should be allowed the use of supplementary readers.

#### SEWING.

Friday afternoon is set apart in our schools for the teaching of sewing to the girls. In several of the departments taught by the Sisters of Charity, and in a very few other departments this branch of study is a success. In the great majority of cases however, it is a failure. I hope to be able to give more attention to it in the future, as I regard it as a subject of importance. In the meantime I would recommend that there be printed in our next report a graded course of needle work, suited to the common schools, and giving detailed directions to the teachers as to the precise nature of the work for each grade.

In two or three departments the boys also take up sewing. The results are so encouraging that I would like to see others follow the example. It is a kind of manual training well suited to the younger boys who are without as much of that kind of work as they should have. In the junior departments of the Toronto schools I found the boys quite as handy with the needle as their sisters. The practice prevails in England.

#### COOKING.

During my recent visit to the schools of the United States I saw in connection with the common schools, departments devoted to the teaching of cooking. Having often heard the opinion expressed in Halifax that the public schools would add much to their usefulness if they gave instructions in the nature of good materials and practice in their preparation I examined those schools with some care. I found them to be not only of great practical utility, but also educative in their effects. The study of the history of our food supply, the various experiments, observations and essays required of the pupils developed just as much of the scientific spirit as did the study of botany or zoology. But one of the most interesting facts I learned was that many parents appreciated this teaching because they found that their daughters were able with a given sum of money not only to supply more palatable food than formerly, but also to utilize it better inasmuch as there was less waste. These schools are therefore very popular wherever they are properly conducted.

For outfit and teachers a cooking department would cost less than a manual training department—for material a little more. In recom-



mending to you the opening of such a department let me quote a paragraph from General Walker, one of the foremost educationists of the United States: "We are not driven to defend the introduction of cooking into the public schools as an invasion of the proper field of education, justified by due necessity. No one can spend one hour in the cooking schools of Boston without being impressed by the very high educational value of the instruction given. As a great object lesson in chemistry; as a means of promoting care, patience and forethought, as a study of cause and effect; as a medium of conveying useful information, irrespective altogether of the practical value of the art acquired; the short course which alone the means at command allowed to be given to each class of girls has constituted, I do not doubt, the best body of purely educational training which any girl of all those classes ever experienced within the same number of hours."

#### MODIFICATIONS SUGGESTED.

It may be asked, are not the pupils already unduly burdened with many and difficult studies? True, I would not increase their work, but I would improve the quality. I have already indicated how room could be made for the study of composition and literature by letting them take the place of grammar. Geography and history, as at present taught, use up altogether too much of the pupils' energy. It is true that they do not take up very much of their time in school. But in the form of long and tedious memorizing of dates and unimportant facts, of lists of capes, rivers and ancient statistics, they leave the conscientious scholar scarcely time for necessary sleep.

Now the fault lies partly in the text books as well as in the teachers, and arises partly from the tyranny of oppressive examination. The text book in British history contains 227 pages of uniformly small monotonous type, together with a table of 500 dates. No differences of letter press discriminate the more important dates or paragraphs of the text, nor do any historical maps illuminate its dreary pages. Although it is ably and impartially written, yet a book with half the number of words, with the illustrative maps for different periods and places, would suit our schools much better. The text on its varied pages would leave upon the memory a much more enduring impression. We are not yet ready to smile at judicious mnemonic helps.

Our larger geography, though superior in type and maps, is likewise too ponderous. The fact is that this book is not at all needed. The junior geography, somewhat enlarged, would be all that is necessary for the common schools. For the academy a small hand book, such as Mills' commercial geography, with an atlas, would give the best results. Let pupils have short lessons in these subjects and let them be encouraged to read extensively works of travel and history.

By improving our text books on these subjects as I have indicated and by reducing the memory work required, there would be much time gained for more important work.

Some time might also be saved in arithmetic by avoiding puzzling questions and confining the work mainly to business problems such as occur in every person's experience. What is principally wanted here is accuracy and speed.

Here also the text books might be greatly improved. A pupil buys an arithmetic in the fourth school year, and uses it for the next four years if it lasts so long. In England the first book in arithmetic costs a penny and contains exercises for one year. Having mastered that, the delighted pupil has a new, clean book costing a penny halfpenny with which to begin the second year. And so a new book each year encourages him and makes him feel that he is progressing, while the less fortunate Halifaxian must carry his larger dog-eared arithmetic to the end of his course without ever a landmark to gladden his heart with the thought that he is getting on, and he must also pay a greater price for his books. Every school book that requires to be studied for a number of years should be in parts—each part containing for review a short outline of the work preceding.

#### SCHOOL EXHIBITS.

At the provincial exhibition last summer an imperfect attempt was made to exhibit the products of the handiwork of our schools. The time given to preparation was altogether inadequate, and the space allotted too small to show to advantage the material sent in from the schools. Considering the circumstances, several schools made a creditable display. 1st, 2nd and 3rd diplomas were granted to Compton Avenue, Morris street and Summer street schools respectively. Several prizes were awarded for particular articles. The Compton Avenue exhibits taken collectively was awarded \$16, and \$38 was set apart for the best graded work of all the schools. This was divided as follows: Compton avenue \$7, Alexandra \$6, Morris street \$8, Summer street \$5, Tower road \$3, Bloomfield \$3, St. Mary's \$4, Dutch village \$1, Academy \$1.

In the city schools of the United States, it is customary to have public exhibits at the end of the school year of all kinds of work, capable of being shown to advantage. In Springfield I had the good fortune to see a very extensive exhibit of that kind—taking in work from all the city schools. The Putnam school of Boston, also had a magnificent display of natural history collections, drawings, original designs, maps and various other kinds of work. A most powerful stimulus was thus given to all such studies. I would call attention to our proposed exhibits of school work for next June, and ask the cooperation of the members of the board in making it a success.

#### PROFESSIONAL TRAINING.

It is much to be regretted that in these days of Normal schools and specialized preparation for all kinds of skilled labor, 88 out of 121 of our teachers are without professional training. There are of course a few who are born with natural aptitudes for teaching, but the average

educator not especially elected or selected for the work, requires careful preparation, or he will acquire his skill if he ever acquires it, at the expense of the unfortunate children on whom he may be experimenting for the first two or three years.

For the protection of the public, certificates of careful training are demanded of those who would practise in any of the other skilled professions.

The great majority of our Halifax teachers are natives of Halifax. The remuneration offered to them is so small as scarcely to encourage much outlay in the way of preparation. But if systematic instruction in pedagogics, psychology, the history of education, music, calisthenics, drawing, experimental work in science and teaching, practice in the public schools could be given, pupil-teachers would willingly attend such classes and pay fees if necessary. They could, in the meantime, board at their homes and perhaps be completing their academic course.

For many of the subjects it would be practicable to arrange to have lectures given in Dalhousie college. A few subjects might be taken up in the academy, the high school and the art school, and professional practice could be obtained under the guidance of some of our best principals and of the supervisor. Such a course would be as good as a course at any normal school and should lead to a certificate equivalent in the city at least to a normal school diploma.

For the convenience of their own inhabitants and for the supplying of their own schools with trained teachers, cities no larger than Halifax have their own training schools, and they employ only teachers who have been trained in such institutions or in their state normal schools.

I would recommend this subject to the careful consideration of the board.

Connected with this subject I would make another suggestion, viz: that some of our best teachers who have been several years in the service, be encouraged to spend three months or more in visiting the best American and Canadian schools, and that they be allowed the difference between their own and their substitute's salaries during their absence, if indeed some better arrangement cannot be made for them.

The Sisters of Charity had sufficient enterprise to send some of their number to visit the Boston schools, and the result has been most beneficent not only to our schools, but also to their own private institutions.

It is most difficult for even the best teachers long at the same kind of work to avoid getting into ruts, and thus losing the enthusiasm of their first love. Mere hearing and reading of new methods is not sufficient. They require to see them and to receive from them new

trains of thought, new inspiration and fresh vigor. The new elements thus introduced would benefit all our schools.

### MANUAL TRAINING AND KINDERGARTEN.

Last winter you determined to add these important branches to your school system. To obtain definite information regarding them, especially regarding the scope of manual training, you instructed me to visit the United States which I did in June. On my return I presented the following report :

GENTLEMEN,—In accordance with your instructions I visited the principal manual training schools of Boston, Cambridge, Worcester, Springfield, Brooklyn, Paterson, New York, Philadelphia and Brookline. I also visited Albany, Poughkeepsie, Lowell and Portland—making some inquiries into their school systems. Before offering recommendations for the establishment of a manual training school in Halifax I may be allowed to make a few general observations on some of the schools which I visited.

### SCIENCE SCHOOLS.

The Massachusetts institute of technology easily takes first rank among science schools. There are 111 instructors and 937 students. There is such a large number of highly remunerative situations awaiting its graduates that this institute is unable to supply the demand. It is remarkable that no Nova Scotians take the course of training here; though less expensive than at Harvard and elsewhere. Perhaps it is because our system of education tends to encourage professional rather than industrial pursuits, to the great injury of our country and of our educated young men who would be much better paid in the higher industrial positions than in the overcrowded professions. In the Worcester Polytechnic institute Nova Scotia is represented by three or four young men from Yarmouth. The course of instruction if founded on the idea that thorough mental discipline and scientific practice in the various industrial avocation should go together—providing a more symmetrical developement and more practical results. This institute has supplied many teachers for manual training and other similiar schools. There are 23 instructors and 196 students. Its advantages should be more generally known to the young men of Nova Scotia, or better still, similar advantages should be open to them in their own province.

### MANUAL TRAINING HIGH SCHOOLS.

Some of these are public schools; others are supported from private funds. In Cambridge boys who have successfully completed the common school course may enter the Latin high school, the English high school or take a combined course in the English high school and the Rindge manual training school—three hours a day in each. Mr. Rindge who supports this school wishes the plain arts of industry

to be taught. He wishes boys of average talents to learn how their arms and hands can earn food, clothing and shelter for themselves.

The now famous Pratt institute of Brooklyn was founded at a cost of \$2,000,000. In it may be obtained a thorough academic education combined with practical work in all departments of mechanics, arts, domestic science and commerce.

#### "THE TWO FOLD AIM

of the institute is based on an appreciation of the dignity of labor as well as the value of an intelligent handicraft and skilled manual labor." In Philadelphia a manual training school has been in successful operation since 1885. The attendance is increasing every year. Trades are not taught but young men are educated in all the fundamental principles common to all industrial pursuits.

Our high school system was elaborated by professional men at a time when they alone could do it, and as might be expected, it particularly favors the professional classes. It did good service in its day in providing a supply of teachers, clergymen, doctors and lawyers—perhaps one eighth of the working community. But

#### THE TIME HAS COME IN THE HISTORY OF OUR COUNTRY

when the interests of the other seven-eighths should receive at least equal attention—when the education of our common and high schools should "render the student, quick, observant and accurate with the eye; ready, skilful and exact with the hand, and able to think in things as well as about them, and so execute as well as describe."

The Philadelphia system not only does that but it dignifies intelligent labor, exerts a wholesome moral influence and enables a young man to choose his life work from a boarder field with less risk of mistake and to enter upon that work without loss of time. Nowhere did I see more enthusiastic intelligent and accurate workers than in the Central school. In Springfield with a population of 44,000 there is a manual training school for the highest grades of the common schools and for the high school boys. The work is carefully graded and productive of excellent results. A similar school exists in Paterson, N. J.

#### NEW YORK HAS A SYSTEM OF MANUAL TRAINING

extending through the various grades of the common schools into the Normal school and City college. For all pupils it includes drawing, modelling in clay, paper folding, etc.; for boys in the higher grades, wood work; and for girls in the lower grades sewing, and in the higher grades cooking.

After examining some of the classes I came to the conclusion that the kind of wood work best suited to the intermediate grades has not

yet been determined. It seems to me at present doubtful whether anything more than drawing, modelling in clay, and perhaps, some of the simpler Sloyd exercises should be attempted.

Regarding the value of the simple manual exercises of the Kindergarten there can be no question. That many of these exercises can be profitably extended into the grammar school grades seems equally clear. But the use of the chisel and saw alone, by children under thirteen does not meet with the general approval of educationists.

I did not find pupils of these lower grades taking a very lively interest in their work. They seem unable to attain to that degree of accuracy necessary to the formation of correct ideas and the development of good judgment. The work seemed to demand of them more muscular force and persistence than they possessed.

#### THIS UNSOLVED PROBLEM

is, however, in the fair way of solution and we can afford to wait until the results of the grand and costly experiments going on in New York and particularly in Boston are known. Able and enthusiastic educationists like Mr. Larson of the Sloyd school, Mr. Eddy of the North Bennett street school and Mr. Leavitt of the West Roxbury school are engaged in developing systems which will throw all needful light on this subject.

Regarding the value of manual training for high school pupils there remains no longer any doubt. The question has been settled in Ringe school, Philadelphia, Springfield and many other places.

Halifax cannot afford to be behind other places in educational improvements and in the preparation which her citizens receive for leading in the industrial development of the country. Nor can this province afford any inferiority in its capital and largest city, whither the youth of the rural districts tend, and which give color and bias to their thoughts.

#### THE STUDENTS OF OUR ACADEMIES AND HIGH SCHOOLS,

who successfully pass the prescribed course of study find that the line of least resistance leads along old and well worn paths to the earned professions. Let us open to them the new way to the industrial world of unlimited possibilities, where they will have a chance to develop, and by becoming producers add to the wealth and capital of country a hundred times the cost of their education.

I would recommend that the general forms of manual training to which I have referred above, be strongly encouraged in every department of our public schools. That would involve no special outlay and but slight change in our present programme.

For boys of the 8th grade and over thirteen, I recommend in con-

nection with mechanical drawing a series of sequential exercises in wood work leading up to wood carving, wood turning, pattern making, tin work and forge work. I submit several series of such exercises, any of which are excellent. This department should be under the same general management as the Academy and for convenience should be in the same building. For the present, however, it will be best to utilize certain vacant rooms in the Alexandra school.

#### THE TIME DEVOTED TO THESE MANUAL TRAINING EXERCISES

might vary from two to five hours a week for each pupil, according to circumstances and the preferences of parents. With regard to the other part of my mission to the United States, I beg to report that after very great difficulty I succeeded in securing as director for the manual training school a graduate of Worcester—a young man who will, I think, be a success. He is young but enthusiastic and persevering, and has already had some experience as a sub-master in his alma mater. I have also secured for our kindergarten a superior lady, educated at Wellesley and trained for the special duties of her department in Chauncey hall, Boston. There are several other matters to which it will be more appropriate that I call attention at a future time.

These departments were opened after summer holidays. There were many more applicants for the kindergarten than could be accommodated.

The director, Mrs. Harriman, has more than realized our expectation. She is an admirable teacher of little children and equally successful with her aspiring kindergartners who are enthusiastically devoted to her and to their work. I have nowhere seen a more promising class. The standard of admission was fixed high to ensure a substantial groundwork for Fröbel's principles. The young ladies were to be recommended by the supervisor as having natural gifts for teaching and they were to have licenses not lower than grade C. Their training extends over a full year, during which time they agree to assist in kindergarten work in return for their free tuition, and to teach for the second year for half salary on condition of being appointed in the order of merit to the first vacancies that occur, provided that they have passed their examinations and received their diplomas.

Those at present in training on these conditions are Miss Lizzie Mahoney, grade B; Miss Etta DeWolfe, Miss Helen Moody and Miss Beatrice Lawrence, each grade C. As a paying student Miss Kate Fletcher is also taking lessons.

The manual training class was opened with six Lloyd benches purchased in Boston and 12 sets of tools. The pupils are drawn from the academy and from the eighth grade of the common schools—12 classes of 72 pupils. As soon as the outfit is completed there will be about 200 pupils receiving instruction. Mr. Russell is also a success—skilled in his work and characterized by well-balanced common sense.



The boys, with the exception of three, have stuck to their work. A whole class sometimes gets so interested that it is difficult to close the lesson and send them to their other work.

There is a natural adaptability of the active work of the manual training school to a boy's restless energy that makes this the most agreeable department of his school work.

#### PARENTAL SCHOOL.

In the enforcement of the truancy laws the greatest forbearance has been exhibited towards offenders. Every reasonable excuse has received the fullest consideration and no case of injustice or hardship has so far arisen to throw discredit on the best truancy law that in my opinion has yet been framed on this side of the Atlantic. The German laws, I understand, are much stricter and more stringently enforced. Very properly the commissioners hesitate in many cases to press our law, because of two reasons: First, the conviction of a truant throws the cost of his maintenance on the city when perhaps his parents are pecuniarily able to provide him a home. This can be remedied by an act at the next session of the legislature. But secondly, a still more serious objection arises when to convict means that the boy whose only offence is truancy is made to associate with criminals. Besides the stigma that attaches to such association, there is very great danger of moral contamination. It is a principle of reformatory institutions that success means the classification of criminals. How important then that boys who are not criminals should not be so classed—that those who are only wild and wayward should not almost certainly be hastened in a downward career. Let them be saved to society and to their parents.

A parental school should be established for truants and incorrigible boys. Parents whose boys are there should be compelled to contribute to their maintenance according to their means—the rest of the cost would have to be borne by the city. The institution should be in charge of a superior teacher and under the management of the school board. In such a school the boy would be restrained, protected, taught self-control, habituated to obedience, instructed in industrial work as well as in books, and above all by being guarded from all imputation of criminality while in school be dismissed therefrom with more than an even chance of doing well in after life.

My report is already so long that I dare not trespass further on your patience at this time. In conclusion I will only say that the schools of Halifax taken collectively were never in better condition than at present, either as regards the moral and intellectual qualifications of the teaching staff, or the material equipment of the rooms.

All of which is respectfully submitted.

ALEXANDER McKAY,  
*Supervisor.*

Halifax, November, 1891.

## APPENDIX D.

## SPECIAL INSTITUTIONS.

## INSTITUTION FOR DEAF AND DUMB.

REPORT OF DIRECTORS  
FOR 1891.

The Directors of the Institution for the Deaf and Dumb present their thirty-fourth annual report. The year opened with dark prospects. Mr. Hutton, the Principal, whose life seemed bound up with the Institution, was taken away. Reference was made to his death and the loss it was to the cause of deaf mute instruction in the last annual report. During the first half of the year the work was carried on very satisfactorily by the teachers, Mrs. Hutton, the widow of the late Principal, remaining and rendering most efficient service in the management of the Institution. In the middle of the summer she returned to Scotland. It was with deep regret that the Directors parted with her. Although occupying no official position in the Institution she proved, during all the years of her residence in Halifax, a most efficient helper in the work. Deeply beloved by pupils and teachers, to whom she was always a kind and sympathizing friend; highly respected by the Directors who felt that her sound judgment and amazing good sense made her advice in any difficulty most valuable, her departure has made another great blank in the Institution which cannot soon be filled. On the death of Mr. Hutton the Directors took immediate steps to secure the services of a successor. Their attention was directed to Mr. James Fearon, a teacher in the Institute at Birmingham, England. After satisfying themselves of his fitness, they offered him the position of Principal. Mr. Fearon having accepted, entered upon his work in September. His work seems to thoroughly justify the high testimonials which were received, and the Directors feel greatly relieved in securing the services of a young man in every way qualified for the very responsible position of Principal. Some changes have been made in the work of the school. Miss Bateman now devotes the whole of her time to the teaching of articulation. Messrs. Lawrence and MacDonald and Miss Mosher have laboured faithfully in their respective classes. The Directors have

secured the services of Miss C. Frame, a young lady who has been very successful as a teacher in the public schools, and who seems to be rapidly acquiring the art of teaching the deaf. The household management under Miss Gladwin and her assistant, Miss Brymer, has been as successful as ever. The health of the Institution has been remarkably good.

In the current expenses the balance at the end of the year is still on the wrong side. The Directors thankfully acknowledge the receipt of the following bequests: From the estate of the late John Naylor, \$1000.00; Mary Ann Crick, \$60.00; and G. G. Gray, \$81.07.

The Directors would return their hearty thanks to Drs. Campbell and Chisolm for services freely and promptly rendered; to Dr. Dodge and Dr. Cogswell for services in their respective departments, and to the many friends who in various ways assisted the work during the past year.

The Directors feel that the day is not far distant when a new building with larger accommodations will be required, and they would solicit special donations to this very important object.

On the whole the work of the year has been very encouraging. The community is evidently interested in the Institution. The Directors would render thanks to God for His goodness during another year. Trusting to His gracious aid we go forward in the good work. With His blessing we need not fear.

On behalf of the Directors,

JOHN FORREST,  
*Secretary.*

#### EXTRACTS FROM PRINCIPAL'S REPORT FOR 1891.

##### THE TOTAL ATTENDANCE.

for the year has been *seventy-three*; viz., forty-four boys and twenty-nine girls, of whom sixty-three belong to the province of Nova Scotia, and ten to other provinces. It is gratifying to know that the educational opportunities which the Institution offers, are being taken advantage of, for the attendance this year from Nova Scotia is larger than it ever was before. The following table gives in detail the whole attendance:

	Boys.	Girls.	Total.
Pupils of previous years still present...	31	18	49
Additions during 1891.....	8	5	13
Absentees expected to return.....	1	1	2
Left school during the year.....	4	5	9
Total attendance for 1891.....	44	29	73

The attendance from Nova Scotia, according to counties, is as follows:

Annapolis.....	4	Halifax City.....	6
Cape Breton.....	3	Inverness.....	2
Cumberland.....	7	Lunenburg.....	3
Colchester.....	13	Pictou.....	2
Digby.....	6	Richmond.....	3
Hants.....	4	Shelburne.....	4
Halifax.....	5	Yarmouth.....	2
Nova Scotia.....	63		
Other Provinces.....	10		
Total.....	73		

#### OUR DEAF, DUMB AND BLIND BOY,

after receiving the benefit of the Institution for a period of eight years has been transferred to the School for the Blind with the object of learning a trade. As this pupil has excited considerable interest throughout the province on account of his great deprivation, a few observations as to his life and progress while at the Institution will not be out of place. William W. Heulin, who is a congenital deafmute, having a brother and a sister similarly afflicted, was born at Bay St. George, Newfoundland, and entered the Institution when he was twelve years old. At an early age his eyes began to be affected and though he was put under the care of a skilled oculist his sight gradually became worse until ultimately total blindness set in. Had circumstances permitted, the services of a teacher should have been devoted to himself from the commencement, but as this was not practicable his progress was consequently slow, for it was only when actually under the individual attention of a teacher that he received instruction. During the first year or two of his school life he was passionate and often obstinate. He checked any approach to friendliness on the part of the other pupils, and seeming to prefer the isolation in which his sad affliction placed him, he would seek some quiet corner, free from interruption, where he would remain wrapped up in his own thoughts. His education was commenced by presenting him with pleasing objects, and after he had handled and thoroughly examined them their names were spelled on his fingers. His memory at first was extremely weak and he found it most difficult to recollect the shortest and simplest sentences. Kind treatment, however, and a rational system of instruction had their desired effects, and he now possesses a fair command of language, is bright and cheerful as well as affectionate and grateful for the least token of kindness.

#### THE SCHOOL-ROOM.

It is almost unnecessary to say that the work of the school-room is being conducted on the almost same lines as those followed with so much success by my revered predecessor and former master. Little room is there indeed for change, for the system of your late Principal has been

acknowledged on this, as well as on the other side of the Atlantic as among the most enlightened—the system of no mere theorist but of a practical teacher who brought to bear upon the work intelligence, devotion and enthusiasm, and who was yet ever ready to recognize and adopt the good in the methods of others. At the beginning of the season an oral class was formed and taken charge of by Miss Bateman who, with her usual zeal and ability, is producing satisfactory results. The readiness and cheerfulness with which the teachers have co-operated with me for the advancement of the work have been most encouraging, and one and all have discharged their duties faithfully and well. A class in drawing visits the School of Art once a week and receives the benefit of instruction by Mr. Harvey, the head master.

#### GYMNASTICS.

Though the physical side of the education has not been neglected so far as means are available, yet much more might and should be done in this direction than is at present being accomplished; for while due care has been taken that the pupils should have frequent walks and ample time for out-door recreation, yet the absence of a properly equipped gymnasium is a deeply felt want. It would not however, be advisable to add and fit up a new wing for that purpose to the present building, as the necessity for an entirely new institution with modern accommodations is a question which must be dealt with in the near future.

#### APPOINTMENT.

The efficiency of the teaching staff has just been increased by the appointment of Miss Frame of Maitland, a lady of talent and education, who though inexperienced in this particular department of teaching evinces a deep interest in the work, and gives promise of becoming a successful instructor. Such an appointment is, I think, a step in the right direction. I hope the time is gone forever when anything was considered good enough for the deaf and dumb. If in our normal schools men and women of superior education, character and training are needful, how much more so are they necessary in the difficult and laborious work of educating the deaf and dumb.

Respectfully submitted,

JAMES FEARON,

*Principal.*

January 11th, 1892.

# HALIFAX SCHOOL FOR THE BLIND,

*Incorporated in the Year 1867.*

## MANAGERS AND OFFICERS OF THE INSTITUTION.

### BOARD OF MANAGERS FOR 1892.

M. H. RICHEY,	WILLIAM MILLER,
JOHN DUFFUS,	HON. W. S. FIELDING,
W. C. SILVER,	Premier of Nova Scotia,
W. H. NEAL,	HON. A. G. BLAIR,
JOHN Y. PAYZANT,	Premier of N. B.
GEORGE MITCHELL,	HON. FREDERICK PETERS,
HON. S. L. SHANNON,	Attorney-Gen. P. E. I.,
H. H. FULLER,	HON. SIR W. V. WHITEWAY,
JAMES C. MACKINTOSH,	Attorney-Gen. of Newfound-
E. D. MEYNELL,	land.
JAIRUS HART,	

*President.*—W. C. SILVER.

*Vice-President.*—JAMES C. MACKINTOSH.

*Secretary and Treasurer.*—E. D. MEYNELL.

### OFFICERS.

*Superintendent.*—C. F. FRASER.

*Teachers.—Literary Department*—E. P. FLETCHER.

" " MISS J. E. G. ROBERTS.

" " MISS C. BOWMAN.

*Music.*—A. M. CHISHOLM.

*Tuning Instructor.*—D. M. REID.

*Trade Instructor.*—DAVID A. BAIRD.

*Gymnastics Instructor.*—T. WOODWORTH.

*Steward.*—R. T. BLAIR.

*Matron.*—MRS. R. T. BLAIR.

*Attending Physician.*—DR. A. W. H. LINDSAY.

*Ophthalmic Physician.*—DR. S. DODGE.

*Dental Surgeon.*—DR. A. C. COGSWELL.

EXTRACTS FROM TWENTY-FIRST ANNUAL REPORT OF THE BOARD OF  
MANAGERS FOR 1891.

The Board of Managers have much pleasure in submitting to the Members of the Corporation, and to those interested in the education of the Blind, the Twenty-first Annual Report of the School, and, as in previous years, they acknowledge with gratitude the many blessings poured out upon their work by a kind and over ruling Providence.

Since the first opening of the Institution, in August, 1871, the School has received many benefactions, and the work in which we are engaged has aroused the interest of a large circle of intelligent and benevolent persons, but no event during the history of the School has been of such marked importance as that of the completion and occupation of the new wing.

The completion of this new building enabled your Board to extend the privileges of the school to an increased number of pupils, and the addition to our numbers during the present year proves conclusively that it would have been a grave mistake to have postponed the enlargement of our accommodation to a later date than that at which it was undertaken.

The Board of Managers had noted with pleasure that the Provinces of New Brunswick, Prince Edward Island, and Newfoundland, are co-operating with the Province of Nova Scotia in the maintenance of one central Institution for the education of the blind, and your Board have endeavored by every means in their power to make this school a Maritime Provincial Institution. Nearly 50 per cent. of the pupils are from the first three provinces named and in order that the Governments of these Provinces might have a voice in the control of the school, and be in a position to look after their respective pupils, the Premiers of New Brunswick, Prince Edward Island and Newfoundland have been made ex-officio members of the Board. This official recognition of the several Provincial Governments has been carried out by your Board with a view to securing intelligent interest of united action, believing that such would be of great service to the blind throughout the Maritime Provinces.

Act II. of the Constitution has been altered so that persons contributing the sum of twenty-five dollars towards the funds of the Institution become life members of the Association. The same article of the Constitution provides that the payment of five hundred dollars at one time shall constitute a patron of the Association. The bye-law should, we believe, be altered so as to be more in keeping with the present status of the school, the word *patron* should, in our opinion, be changed to that of *benefactor*, and under the heading *benefactors* should be a list of the names of all those who have given by bequest, or who have donated while living, the sum of five hundred dollars or upwards towards the funds of the Institution.



## EXTRACT FROM PRINCIPAL'S REPORT FOR 1891.

The table of attendance herewith submitted shows that 43 blind persons have been under instruction during the past year, 29 of whom were males, and 14 females; three of these have since graduated or left the school, and one has been removed by death, making the total attendance on Dec. 1st, 1891, 39; of whom 28 are male and 11 females. Of these 20 are from the Province of Nova Scotia, 14 from New Brunswick, 1 from Prince Edward Island and 4 from Newfoundland,

TABLE OF ATTENDANCE

	Boys.	Girls.	Total.
Registered December 1st, 1890.....	22	9	31
Entered during the year.....	7	5	12
Graduated or remained at home during year.....	1	2	3
Died during the year.....	0	1	1
Registered December 1st, 1891.....	28	11	39

The enlarged school room accommodation consequent upon the occupation of the new building has been fully utilized and it is evident that without this accommodation an increase in numbers and a more complete grading of the school would have been quite out of the question.

In previous reports reference has been made to the lack of proper accommodation for our musical department, but in erecting the new building care was taken to provide for this long felt want. A comfortable Assembly Hall, capable of seating 300 persons, with stage seating for pupils, is now daily occupied for band and singing class practises, calisthenics for our girls, and other general purposes, and for all public gatherings in connection with the school.

## FREE EDUCATION OF THE BLIND.

The Halifax School for the Blind is an Institution for the education of the blind of the Maritime Provinces. Within its walls are to be found pupils from the provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland.

The Institution itself is controlled by a Board of Managers elected annually by members of the corporation, and of this Board the Premiers of the Provinces named are ex-officio members. In the Province of Nova Scotia an act has been passed making education free to all blind persons between the ages of 10 and 21. In the provinces of New Brunswick, Prince Edward Island and Newfoundland the legislatures make annual appropriations for the tuition of their respective pupils amounting to \$150 per pupil. This sum is the same as that paid for the pupils from Nova Scotia. It will be seen from the foregoing that

pupils from the other provinces are admitted to all privileges of the school upon the same terms as those from Nova Scotia, and that with those from Nova Scotia they share in all the benefits of our endowment, buildings and equipment. Up to the present time these Provinces have provided for all the pupils that were under instruction in the school, but as their number increases it is to be hoped that legislation will be enacted which will enable the youthful blind to enjoy the advantages of the school upon the ground of their birthright to a free education.

In the meantime the lack of adequate Provincial finances and a wrong idea of economy may induce one or more of the Governments of these provinces to limit the number of those for whose tuition grants are made; but it cannot be long before the justice and right of giving to those deprived of sight the fullest opportunities for a free education will outweigh all other considerations. Each boy and girl in New Brunswick, Prince Edward Island and Newfoundland is entitled by his or her birthright to a free education, and it would be a reproach upon the intelligence of the legislators in our sister Provinces if being deprived of sight should prevent or limit the education of those who cannot see. This is not a question of expediency or charity, but simply a question of even handed justice. Nova Scotia has set a brilliant example in acknowledging by a solemn act of parliament that the free education of the blind is only the fitting compliment of her public school system. New Brunswick, Prince Edward Island and Newfoundland have dealt liberally with those deprived of sight, but they will not have done their whole duty until they place the education of the blind upon the same footing as those blessed with sight.

#### GENERAL MATTERS.

The erection, opening and occupation of our new building has been one of the most important events in the history of the Institution since its formation, and it is a source of very great satisfaction to all those interested in the blind to note the very generous support given by the legislature and public towards the construction of the new wing. When, two years since, it was found that unless increased accommodation could be obtained some of those applying for admission would have to be denied the privileges of an education, your Board readily seconded the proposal to immediately set about raising funds towards the erection of a new wing. Early in June, 1890, the corner stone was laid, and on May, 11th 1891, the building was formally opened by His Honor Lieut-Governor Daly at an inaugural reception and in the presence of a large and influential audience. The cost of the building with hot water heating apparatus, furniture and fixings complete is \$15,954, and of this sum \$13,510 have already been paid or subscribed, leaving a balance of \$2,444 yet to be paid off. This very satisfactory result is due first to the liberality of the Legislature of Nova Scotia; second to the legacies of those interested in the Education of the blind; and third to the generous hearted donations of those who are ever ready to aid a progressive and deserving Institution. No words can express the gratitude of those who have the interests of the blind

at heart ; let it suffice that many blind children who might have been forced to remain at home and eat the bread of idleness, have by the erection of this building been enabled to enjoy the full privileges of a free education, and will before many years roll round be able to go forth into the world as useful men and women, prepared to take their places side by side with those who can see, and in common with them fight nobly for self-maintenance and mayhap for a fortune. I trust during the present year to wipe off the debt upon the building; and in so trusting I am depending largely upon the promises of many friends being practically fulfilled.

HALIFAX SCHOOL FOR THE BLIND IN ACCOUNT WITH  
E. D. MEYNELL, TREASURER.

1891.

*Dr.*

Dec. 1.	To House Expenses, including Salaries to Steward, Matron and Servants .....	\$4553 89
"	Salaries to Superintendent and Teachers .....	1906 25
"	Repairs to Buildings .....	219 12
"	Grounds .....	36 33
"	Printing, Stationery and Postage .....	126 64
"	Musical Instruments .....	193 35
"	Prizes .....	18 00
"	Board of Adult Pupils .....	126 00
"	Extraordinary Expenses .....	573 39
	Balance .....	66 52
		<u>\$7819 49</u>

1890.

*Cr.*

Dec. 1.	By Balance .....	\$ 271 99
1891.		
Dec. 1.	" Interest and Dividends .....	1771 74
"	Donations and Thanksgiving Collections .....	164 27
"	Grants Nova Scotia Govt. and City ..	\$3330 42
"	" Newfoundland .....	600 00
"	" New Brunswick .....	1350 00
"	" P. E. Island .....	150 00
		<u>5430 42</u>
"	Legacy G. G. Gray .....	81 07
"	Travelling Expenses Repaid .....	100 00
		<u>\$7819 49</u>
	By Balance .....	\$ 66 52

Examined and found correct.

GEO. MITCHELL.

*Auditor.*

E. D. MEYNELL,

*Treasurer.*

HALIFAX, N. S., 11th Dec., 1891.

APPENDIX E.

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Report of the Summer School of Science.

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The fifth Session of the Summer School of Science, was held in Antigonish, from July 27th to August 8th. The attendance was somewhat smaller than usual, probably owing to the fact of its being held so far east, and about the middle of the holiday season, which prevented teachers from taking it, either before or after settling down in some quiet retreat to rest and recuperate. With this exception, however, there was no more successful meeting of the School since its inauguration. The enthusiasm which characterized former sessions was not in the least abated, nor was there any decline in the quality of the work done. One intelligent lady student, herself a successful teacher, remarked that what she learned *in the way of teaching* from one particular lesson to which she listened, more than repaid her for the trouble and expense of attending the school.

The officers and instructors for the year were :

President.—A. McKay, Supervisor of Schools, Halifax.

Vice-President.—C. W. Roscoe, M. A., Inspector of Schools, Wolfville.

G. U. Hay, Ph. B., St. John.

Secretary-Treasurer.—W. T. Kennedy, County Academy, Halifax.

Assistant Secretary.—L. A. McKenna, St. Mary's School, Halifax.

Local Secretary.—A. A. McDonald, Principal of Main St. School, Antigonish.

FACULTY.

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Astronomy.—Principal Cameron, Yarmouth Academy.

Botany.—G. U. Hay, Ph. B., St. John.

Assistant, Nettie Forbes, B. A., Yarmouth Academy.

Chemistry.—D. M. MacAdam, B. A., St. Francis Xavier College.

Elocution.—Miss Kathleen Magee, Annapolis.

Geology.—Prof. Coldwell, Acadia College.

Histology and Microscopy.—A. H. MacKay, B. A., B. Sc., &c., Halifax Academy.

Mineralogy.—A. McKay, Esq., Supervisor of Schools, Halifax.

Music (Tonic Sol-fa).—Miss A. F. Ryan, St. Mary's School, Halifax.

Physics.—E. MacKay, A. B., Principal of Schools, New Glasgow.

Physiology.—M. L. Angwin, M. D., Halifax.

Psychology.—J. B. Hall, Ph. D.—Normal School, Truro.

Zoology.—Prof. J. Brittain, Normal School, Fredericton.

The spacious St. F. X. College Building, of which Antigonish is so justly proud, was unreservedly placed at the disposal of the school by President McNeil, who left nothing undone that could aid in the work or add to the comfort of those in attendance. Lectures and practical class-room work were varied as in former sessions, by excursions and field work. On one afternoon, a tramp to the summit of Sugar Loaf Mountain, was indulged in. No prettier view can be imagined than that from the top of the succession of hills which lead to it, but even the panorama of beauty stretching on every side; could not divert our botanists from doing some real solid work.

On Saturday, Aug. 1st, a large party drove to Arisaig to study the geological features, under the leadership of Prof. Coldwell and Principal MacKay. Macara's brook and the shore thence to Arisaig pier, was explored by the scientists. Great interest centered around the spot in the brook where can be seen the meeting of rock representing two different geologic periods—the Devonian and the Carboniferous. Nor were the botanists idle. They found much that was rare and worthy of study, and Mr. Brittain discovered a plant called *Parnassia parviflora*, not found before in Nova Scotia or New Brunswick.

But the grand event of the session was the picnic tendered the School by the citizens of Antigonish. It was held on the shores of Lochaber Lake, and the good people of that locality co-operated with their friends of the County town. The beautiful weather, the fine teams and comfortable carriages, the grand and varied scenery of Lochaber, as well as of the South River and Ohio Valleys, the genial company, stirrings strains of the bagpipes and sumptuous refreshments, as well as all other accessories which the genuine highland hospitality of our entertainers could suggest, combined to make the day one of extraordinary enjoyment, and of pleasant memory to every guest. Thus were work and play delightfully blended, and some school rooms of town and country have witnessed improved work by reason of strength gained amid the rugged hills and bracing atmosphere of Antigonish.

The students in attendance were :

*Fredericton* : Lottie Cliff, Isabel Everett, Annie Harvey, Janie Harvey, M. A. Clark, Sarah G. Duffy.

*Petitcodiac, N. B.* : Annie J. Moore.

*Moncton, N. B.* : Agnes Hamilton, Agnes McSweeney.

*Dorchester, N. B.* : G. J. Oulton.

*Dartmouth* : Marian Scarfe, Mary Mosely.

*Halifax* : Agnes Johnston, Annie J. Mitchell, Ida Wiswell, Amy Saunders, G. T. Irving.

*South River* : V. F. McPhee.

*Antigonish* : Cecilia Sinclair, Mary C. MacDonald, Angeline O'Brien, Mary McNeil, Symphorosa O'Brien, Mary Lee Manson, W. A. Chisholm, A. A. McDonald.

*Little Glace Bay* : Ronald Macdonald, Lydia Philips.

*New Glasgow* : A. M. Cavanagh, Mary Wilson, M. C. Jack, Minnie McLean, D. K. Grant.

*Inverness* : Daniel E. Campbell, Barbara McInnis, Mary Reeves.

*West Bay* : Roderick Dunphie.

*Annapolis* : B. S. Banks.

*Pictou* : A. H. McRobert, Annie Dewar.

*Guyssborough* : I. M. Longley, Alice Stewart.

*Cornwallis* : Waitie McKeen.

*Barney's River* : Georgie Wagner.

The financial statement is as follows :

Balance from 1890.....	\$ 43.26
Government grant.....	100.00
Fees from students.....	155.00
Advertising.....	24.00
Sale of minerals.....	1.05

\$323.31

Paid instructors and officers.....	\$ 216.00
Printing.....	30.75
Postage and stationery.....	19.75
Advertising.....	15.00
Travelling expenses of Secretary in March...	8.00
Chemical and other material.....	12.30
Sundries as per statement.....	15.05
Balance on hand.....	6.46

\$323.31

W. T. KENNEDY,

*Secretary-Treasurer for 1892.*

N. B. The next session of the School will be held in the city of St. John, N. B., from July 4th to July 16th.

St. John is easily accessible by rail and steamer from nearly all parts of Nova Scotia and New Brunswick. A large attendance of teachers is looked for, especially from the western and central portions of both provinces. The fine natural scenery about the city, its interesting geological features, the great variety of plant and animal life within easy reach, make it an admirable location for a Summer School, while its invigorating atmosphere, with excursions almost daily, will permit work and recreation to be combined in a

most delightful manner. Two extended excursions will be made—one up the St. John River and one to St. Martins on the Bay of Fundy, both commanding some of the finest scenery to be met with in the province. Particulars of these and other shorter excursions will be given in the *Educational Review* before the meeting of the Summer School.

An additional lecturer, G. F. Matthew, A. M., F. R. S. C., of St. John, has been added in Geology, and two new subjects have been added to the course. These are *Didactics*, by Prof. F. H. Eaton of Boston (late of our Provincial Normal School) and English Literature by Principal Cameron of Yarmouth Academy. The names of the gentlemen who take these subjects are a sufficient guarantee that they will be pleasantly and profitably conducted. For further particulars drop a card to the Secretary at Halifax Academy, who will be glad to mail a catalogue giving a full statement of all work to be undertaken.

W. T. K.



APPENDIX F.

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## Victoria School of Art and Design, Halifax.

(Incorporated 1888.)

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## DIRECTORS.

*Ex-Officio*: { THE SUPERINTENDENT OF EDUCATION,  
THE MAYOR OF HALIFAX.

MR. MICHAEL DWYER,  
MRS. HOLT W. CLERKE,  
MR. J. C. MACKINTOSH,  
MR. JAMES DEMPSTER,  
MISS ELLA RITCHIE,  
DR. J. G. MACGREGOR,  
MR. DONALD KEITH,

MRS. H. H. FULLER,  
MRS. J. F. KENNY,  
MR. J. M. SMITH,  
MR. E. R. ARCHBOLD,  
HON. SENATOR POWER,  
MR. P. F. MARTIN,  
MR. ALEXANDER MCKAY.

---

TEACHING STAFF.

*Head Master* :

GEORGE HARVEY, A. R. C. A.

*Assistant Teachers* :

MECHANICAL DRAWING.

ARCHITECTURAL DRAWING.

P. T. LARKIN, *Engineer*.

MISS L. CORNELIUS.

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TO A. H. MACKAY, B. A., B. Sc., &c.,

*Superintendent of Education* :

SIR,

I have the honor herewith to submit to you the reports of the Head Master and Treasurer of the Victoria School of Art and Design.

The school was established by leading and public spirited citizens of Halifax, in order primarily to afford to young artizans an opportunity

for that artistic training so necessary to enable them to exhibit taste in the productions of their hands, thus at the same time enhancing to them the value of their products and administering pleasure to the general public.

A secondary object, scarcely less important, was the general education of public taste to an adequate appreciation of beauty of form.

The more people in general know of art the greater will be the demand for the highest results of skilled labor—so that there is a mutual benefit to employers and employed.

It is scarcely necessary to refer to the æsthetic, economical and moral advantages of an art education. All things being equal, those who are taught to love beauty in any of its forms are more likely to love it in others, and what is goodness but a form of moral beauty.

Considering the inconveniences arising from want of suitable accommodations the year's work has been fairly successful. The contemplated removal to better rooms in the academy gives promise of more success for the ensuing year. It is gratifying to find the pupils of our public schools becoming more interested.

The display of the work of the art school as shown at the late Provincial Exhibition received a very considerable amount of public attention on account of its quantity, variety and excellence.

Respectfully submitted,

A. MCKAY,

*Secretary.*

Halifax, Jan. 1st, 1892.

---

## VICTORIA SCHOOL OF ART AND DESIGN.

*To the President and Directors :*

SIR, LADIES AND GENTLEMEN,

I have to report for the past session,—1890-91, an enrolment of one hundred and six, and a weekly attendance of about seventy-five pupils. Classes were arranged to give instruction in the following subjects: Linear Geometry, Mechanical Drawing, Building Construction, Architectural Drawing, Elementary, Junior and Senior Drawing, Modelling, Monochrome, Still Life and Life Painting.

The average attendance was :

Afternoon classes, 15 ; Children's Class, 9 ; Class for pupils from the Deaf Institution, 12 ; Evening Classes for Drawing, Modelling, &c.,

17; Mechanical Drawing Classes, 15, and Architectural Drawing Classes, 7.

It having been considered necessary to reduce our expenditure the morning classes were discontinued and one of our class rooms and the adjoining cloak and store room were vacated.

To give the pupils every possible advantage the class rooms were open to them for study the first five mornings of the week, and they by their regular attendance showed they appreciated this privilege.

The limited space at our disposal was the cause of much discomfort, but the accommodating spirit shown by the pupils lessened the evils consequent upon the inconvenient arrangement of the class rooms.

The Provincial Government and Civil Council by the continuance of their respective annual grants would appear to be satisfied that the school is worthy their support.

Three pupils from the Halifax County Academy, and two from St. Patrick's High School were awarded free studentships, and those who had gained similar studentships the year before had them extended for the past session. From the large number of competitors, from both of these schools, it would appear there is a desire to have the advantages offered by our school. I have requested Mr. Larkin, who has had charge of the Mechanical Drawing Division from our inception to draw up a separate report to be forwarded with my own. Mr. Larkin has, through his earnest endeavor to do his utmost with his classes, satisfied me that we were fortunate in obtaining his assistance.

The attendance at the children's class, on account of the prevalence of diphtheria, was at first much below that of any former year; later on there was a decided increase.

To Miss Cornelius, who has now retired from the control of this class, is due my sincere thanks for her successful instruction as well as for her cordial desire to carry out my wishes.

It is to be regretted that the number attending the Architectural Classes has never been satisfactory. The course of work should induce more of those connected with the building trade to attend.

When last in England I was informed by one of the head officials of the Science and Art Department that it was probable that we might obtain from that department a valuable supply of very necessary examples in the various branches, but that it would depend greatly on our having suitable rooms for their storage and exhibition.

The want of sufficiently large and properly appointed class rooms is a most serious drawback to all our efforts to do the pupils and ourselves justice.

At the commencement of the session Mr. R. P. Bayer offered valuable prizes to the Mechanical Drawing classes. The result of this liberality on his part was the production of a creditable show of work which gained the approbation of the Provincial Engineer, Mr. G. Harris and Mr. C. W. West, C. E., who kindly consented to judge the drawings.

An interesting pupil, blind as well as deaf and dumb, attended with the class, under Miss Bateman's care, from the Deaf Institute. This boy did some creditable clay modelling.

I think it advisable to explain the object of our curriculum. Mr. Larkin in his sub-report fully describes the course of work given in the Mechanical Drawing Classes. In the Architectural Classes, after the necessary elementary instruction, the pupils proceed with Building Construction, which course teaches them the nature, and proper application of the materials used in building and also how to make the necessary working drawings from which the mechanic and artisan can accurately carry out all the details of a building.

All the other classes have the same main object in view. To train the perceptive faculties to see correctly and the hand to delineate accurately and graphically whatever the pupil may wish to illustrate.

I am, Sir, Ladies and Gentlemen,  
Yours Faithfully,

GEORGE HARVEY, A. R. C. A.,  
*Headmaster.*

---

#### VICTORIA SCHOOL OF ART AND DESIGN.

MR. GEORGE HARVEY.

SIR—

I beg to report that the attendance at the Mechanical Drawing class last year, was very good. Quite a number of our young mechanics having availed themselves of the course of studies taught.

The advantages to be gained may be briefly stated as follows : The student is taught to make working drawings of machinery, the aim being to teach the principles of drawing, so that a young man, if called upon to take a more important situation as foreman, or draughtsman, shall, after having attended these classes for three years, be qualified for such a position.

A fair amount of keen rivalry existed last year, on account of a competition for two prizes presented by Mr. R. O. Bayer, of the firm of Macdonald & Co., viz :—two handsome boxes of Drawing Instruments, the respective winners being Mr. K. Fairbanks (first) and Mr. B. A. Romans (second). The judges who awarded the prizes were Mr.

M. Murphy, Prov. Engineer, Mr. George Harris, and Mr. C. W. West, C. E.

The work of the Senior class consisted principally in designing Steam Engines. Mr. Jas. Douglass and Mr. R. J. Wilson, Jr., also did some very creditable work in this competition.

The classes of the present year have been well attended—the junior class especially so—all the available space being taken up.

Our citizens would be surprised to see the number of young men who, after working hard all day, attend these evening classes to improve themselves. Already some of our pupils have obtained excellent positions as Draughtsmen.

Efforts were made this year to start a class for Boiler makers and Metal workers. The course including laying out work or templating. This class I regret to say, did not materialize. Why this is so it is difficult to understand.

There seems to be a misunderstanding among our mechanics in general, about these classes. Some think that they require to be expert mathematicians before they can join. This is not the case, as anyone who has a previous knowledge of elementary arithmetic can succeed at first very well.

I might mention here that a class has been formed this year to teach mathematics, conducted by our genial Secretary the supervisor, who has at great personal inconvenience undertaken this task. The fees charged are very low, thus placing it within the reach of all.

Your most obedient servant,

JOHN. T. LARKIN.

January 16th, 1892.

THE TREASURER IN ACCOUNT WITH VICTORIA SCHOOL OF ART AND  
DESIGN.

*Endowment Fund*..... \$15,657 35

*Current Account—Receipts 1891.*

School fees, &c.....	\$ 278 37	
Government grant.....	800 00	
Interest.....	550 03	
Membership fees.....	30 00	
	<u>1,658 40</u>	
		\$ 17,315 75
Balance due to Bank of Nova Scotia..		<u>31 03</u>
		\$ 17,346 78

*Disbursements.*

Salaries.....	\$ 1,110 00
Rent.....	379 39
Fuel and light (and stove).....	175 41
Advertising and printing.....	80 47
School supplies.....	33 87
Janitress.....	111 00
Sundries.....	18 64
	<u>\$ 1,908 78</u>
Balances from 1890.....	3,383 08
	<u>\$ 5,291 86</u>

Town of Kentville bonds.....	\$5,100 00
City of Halifax consols.....	4,950 00
Deposit receipts Bank N. S.....	2,000 00
Cash on hand.....	4 92
	<u>\$ 12,054 92</u>
	<u>\$ 17,346 78</u>

J. M. SMITH,  
*Treasurer.*

Halifax, Sept. 28th, 1891.









ANNUAL REPORT

OF THE



SUPERINTENDENT OF EDUCATION

OF THE

PUBLIC SCHOOLS OF NOVA SCOTIA.

For the Year ending 31st October

1891

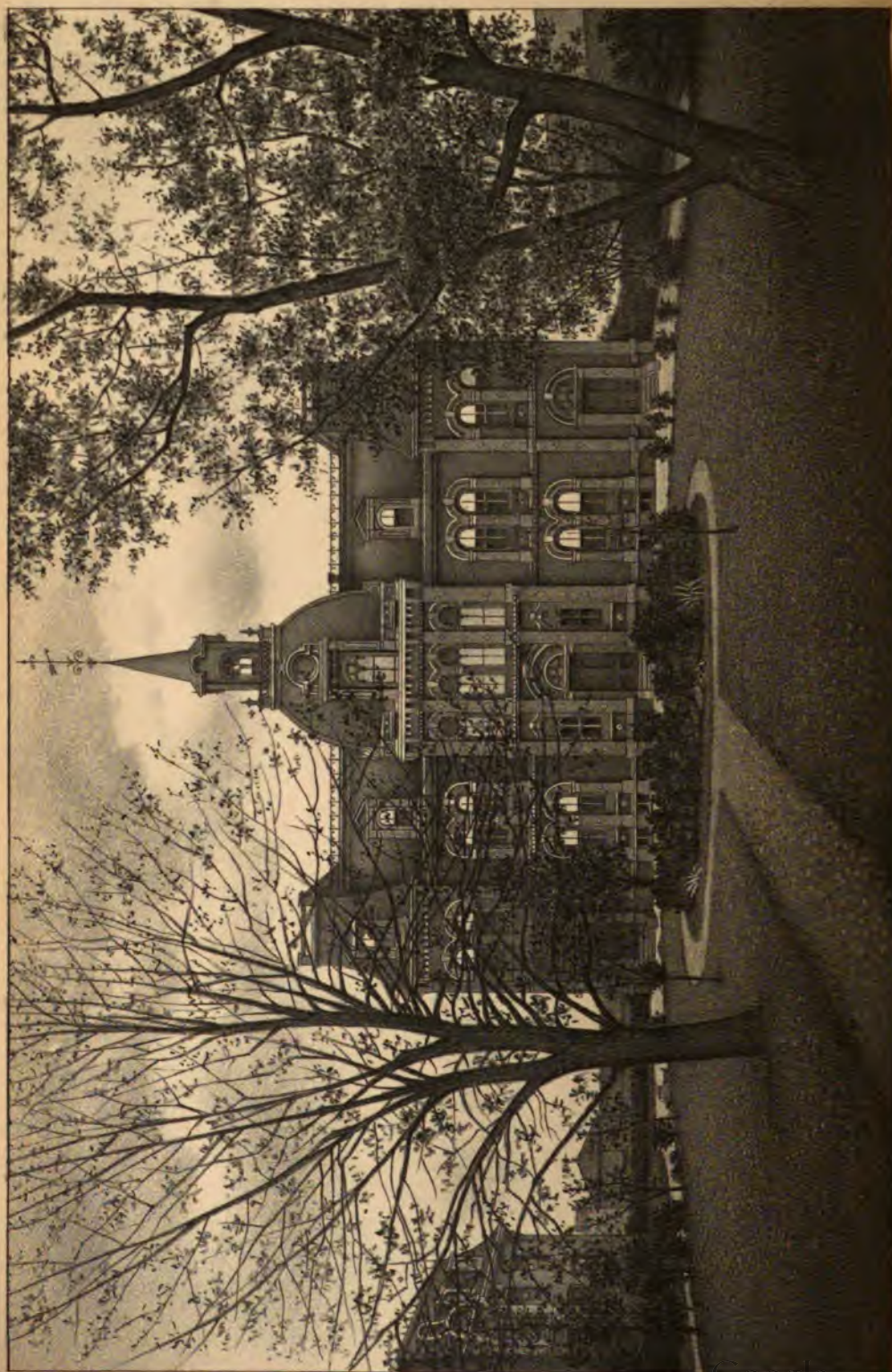


HARPER & CO.

COMMISSIONERS OF PUBLIC WORKS AND MINES  
DURHAM STREET.







PROVINCIAL NORMAL SCHOOL, NOVA SCOTIA.

Photograph by the Hon. Mr. J. A. Macdonald.

**ANNUAL REPORT**  
**OF THE**  
**SUPERINTENDENT OF EDUCATION**  
**ON THE**  
**PUBLIC SCHOOLS OF NOVA SCOTIA,**  
**For the Year ending 31st October,**  
**1892.**

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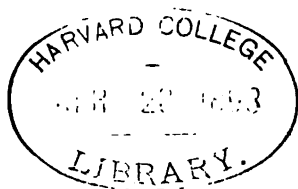


**HALIFAX, N. S. :**  
**COMMISSIONER OF PUBLIC WORKS AND MINES**  
**QUEEN'S PRINTER.**  
**1893.**

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**WM. MACNAB, PRINTER, NO. 3 PRINCE STREET.**





The Supl. of Educ.

EDUCATION OFFICE,

HALIFAX, March, 1893.

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended October 31, 1892.

I am, with respect,

Your obedient servant,

A. H. MACKAY,  
*Superintendent of Education.*

To the HON. W. S. FIELDING, M. P. P.,  
*Provincial Secretary.*



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PART I.

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GENERAL REPORT, 1892.

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ANNUAL REPORT  
ON THE  
PUBLIC SCHOOLS OF NOVA SCOTIA,  
1891-2.

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TO HIS HONOR, MALACHY BOWEN DALY, ESQ.,

*Lieutenant-Governor of the Province of Nova Scotia :*

MAY IT PLEASE YOUR HONOR,—

I beg, in accordance with the law, to submit my annual report on the Public Schools of the Province, for the year ended 31st October, 1892.

As the statistics following will show in detail, there has been improvement in nearly every item of the customary tabulation.

The decrease in the total number of sections, even although new ones were formed, indicates a tendency to the consolidation of weak sections into larger and more effective ones. In some portions of the province it may be necessary, in the true interests of the people, for the Government to adopt special measures to accelerate this movement.

The total number of schools in operation and of teachers employed increased by about forty.

The pupils increased by over a thousand.

Their attendance was not only more regular than during the previous year, but more regular on the average of summer and winter terms, than during any previous year.

The grand total days' attendance at school shows an increase of over 100,000 during the Summer, and over 200,000 during the Winter.

The average salaries of first-class male teachers increased by about forty dollars, and of first-class female teachers, about ten dollars; while the average salaries of the lower classes of teachers, male and female, as a general rule, decidedly diminished. This appears to indicate a growing appreciation on the part of our people for superior teachers, and a corresponding diminution of esteem for the work of the lower grades.

The Government increased its expenditure by over \$2500. The people directly, through the county and sectional assessments, gave about \$19,000 more than during the previous year, the increase being specially due to the repair and erection of buildings, which are markedly improving.

## STATISTICAL ABSTRACT.

## 1.—SCHOOL SECTIONS.

Total number in Province.....	1905
“ “ 1891 .....	1908
Decrease.....	3
No. of Sections without Schools....	Winter. Summer. Year
“ “ “ 1891 267 151 73	
“ “ “ 1891 293 175 87	
Decrease .....	26 Decrease, 24 Decrease, 14

## 2.—NO. OF SCHOOLS, PUPILS, TEACHERS, &amp;C.

Total No. Schools in operation .....	Winter. Summer.
“ “ “ 1891.....	2158 2281
“ “ “ 1891.....	2120 2236
Increase.....	38 Increase, 45
Total No. Registered Pupils .....	82965 87189
“ “ “ 1891.....	81304 85792
Increase .....	1661 Increase, 1397
Total No. of different pupils during year .....	102586
“ “ “ “ 1891.....	101724
Increase.....	862
Total No. of Teachers and Licensed Assistants employed .....	2196 2340
“ “ “ 1891 .....	2158 2300
Increase .....	38 Increase, 40
3.—PROPORTION OF POPULATION AT SCHOOL, &C.	
Proportion of Population at School.....	Winter Term. Summer Term
“ “ “ 1891.....	1 in 5.4 1 in 5.1
“ “ “ 1891.....	1 in 5.4 1 in 5.1
Proportion of Population at School during year.....	1 in 4.3
“ “ “ “ 1891.....	1 in 4.3
No of Pupils daily present on an average for time in session.....	49493.6 52456.8
“ “ “ “ 1891 .....	47874.7 50819.6
Increase.....	1618.9 Increase 1637.2

	Winter Term.	Summer Term.
No. of Pupils daily present on full term average.....	47132.6	49922.5
“ “ “ “ 1891.....	46215.7	48391.1
Increase.....	916.9	Increase, 1531.4
Percentage of Pupils daily present on average for time Schools were in session.....	59.6	60
“ “ “ “ 1891.....	58.8	59.2
Increase.....	.8	Increase, .8
Percentage of Pupils daily present on an average for full term.....	56.8	57.2
“ “ “ “ 1891.....	56.8	56.4
Increase.....		.8
Grand total days' attendance.....	5494836	5240241
“ “ “ “ 1891.....	5271436	5104241
Increase.....	223400	Increase, 136000

## 4.—CLASSIFICATION OF TEACHERS.

	Winter Term.	Summer Term.
Academic Class (Grade A).....	47	46
“ “ “ “ 1891.....	46	46
Increase.....	1	
First Class (Grade B) Male Teachers..	161	160
“ “ “ “ 1891.....	170	161
Decrease.....	9	Decrease, 1
First Class (Grade B) Female Teachers.	147	167
“ “ “ “ 1891.....	154	144
Decrease.....	7	Increase, 23
Second Class (Grade C) Male Teachers.	210	194
“ “ “ “ 1891.....	203	199
Increase.....	7	Decrease, 5
Second Class (Grade C) Female Teachers	812	896
“ “ “ “ 1891.....	816	870
Decrease.....	4	Increase, 26
Third Class (Grade D) Male Teachers...	151	153
“ “ “ “ 1891.....	155	157
Decrease.....	4	Decrease, 4

	Winter Term.	Summer Term.
Third Class (Grade D) Female Teachers...	648	707
"    "    "    "    1891..	596	703
Increase.....	52	Increase, 4
Total No. Male Teachers.....	567	550
"    "    1891.....	572	561
Decrease.....	5	Decrease, 11
Total No. Female Teachers.....	1609	1773
"    "    "    1891.....	1568	1719
Increase.....	41	Increase, 54

## 5.—PERIOD OF SERVICE OF TEACHERS.

	Winter Term.	Summer Term.
No. of Teachers engaged in same sections..	1112	1394
"    "    "    "    1891..	1094	1326
Increase.....	18	Increase, 68
No. of Teachers removed to another section	775	796
"    "    "    "    1891	775	751
Increase.....		45
No. of new Teachers.....	289	133
"    "    1891.....	271	203
Increase.....	18	Increase, 70

## 6.—SUMMARY OF GOVERNMENT EXPENDITURE ON PUBLIC SCHOOLS.

	Winter Term.	Summer Term.
Common Schools.....	\$82,000.00	\$85,498.85
"    "    1891.....	82,000.00	85,487.58
Increase.....		11.27
County Academies.....		\$12976 18
"    "    1891.....		14123 33
Decrease.....		1147 15
Government Expenditure assignable to Counties .....		\$180475 03
"    "    "    "    1891..		181610 91
Decrease.....		1135 88
Inspection of School.....		\$13050 00
"    "    1891.....		12800 00
Increase.....		250 00

Examination of Teachers .....	\$995 15
"            "            1891.....	861 84
Increase.....	133 31
Travelling Expenses Normal School Pupils ....	\$758 55
"            "            "            "            1891.....	701 10
Increase.....	57 45
Salaries.....	\$3800 00
"            1891.....	3000 00
Increase.....	800 00
Travelling Expenses Superintendent.....	\$400 00
"            "            "            1891.....	400 00
Office Expenses.....	\$1265 59
"            1891.....	1528 27
Decrease .....	262 68
Government Expenditure not assignable to Counties ..	\$20269 29
"            "            "            1891	19291 21
Increase .....	978 08
Total Government Expenditure in aid of Public Schools	\$200744 32
"            "            "            1891	200902 12
Decrease .....	157 80
Institution for Deaf and Dumb .....	\$3090 00
"            "            1891 .....	1620 00
Increase .....	1470 00
Halifax School for the Blind .....	\$1575 00
"            "            1891.....	1387 50
Increase .....	187 50
Manual Training School .....	\$750 00
"            "            1891 .....	
Increase .....	750 00
Normal and Model Schools.....	\$6995 00
"            "            1891.....	6950 00
Increase .....	45 00

School of Agriculture .....	\$1569 76
“ “ 1891 .....	1682 84
Decrease .....	113 08
Government Night Schools .....	\$1705 65
“ “ 1891 .....	1362 55
Increase .....	343 10
Total Government Expenditure for Education .....	\$216429 73
“ “ “ “ 1891 .....	213905 01
Increase .....	2524 72

## 7.—TOTAL EXPENDITURE FOR PUBLIC EDUCATION.

Gov't. Expend. for Public Schools .....	\$200744 32
“ “ Inst. for Deaf and Dumb..	3090 00
“ “ Halifax School for the Blind	1575 00
“ “ Manual Training School...	750 00
“ “ Normal and Model Schools	6995 00
“ “ School of Agriculture.....	1569 76
“ “ Gov't. Night Schools.....	1705 65
	<u>\$216429 73</u>
Local Expenditure—County Fund.....	\$120127 75
Ass'mnt on Sections for support of Schools	313229 32
“ “ Buildings and Repairs...	96788 05
	<u>530145 12</u>
Total Expenditure for Public Education.....	746574 85
“ “ “ “ 1891 .....	725284 03
Increase .....	<u>\$ 21290 82</u>



## SCHOOL STATISTICS.

These will be found in detail in Tables I-VI, but for convenient reference a summary and comparative view of those of chief importance have been presented in the foregoing abstract.

*Sections without Schools.*—Only seventy-three sections, embracing a few new ones in which school organization had not been fully perfected at the end of the year, are reported as having had no schools in operation during either of the terms. This gratifying result is largely due to the persevering efforts of the Inspectors to extend the benefits of our school system to the remote and thinly populated parts of their respective districts. The sections without schools are thus distributed among the various counties :—

Annapolis .....	5
Antigonish .....	1
Cape Breton .....	12
Colchester .....	3
Cumberland .....	6
Digby .....	2
Guysboro .....	3
Halifax .....	6
Hants .....	3
Inverness .....	6
Kings .....	2
Lunenburg .....	3
Pictou .....	2
Queens .....	3
Richmond .....	4
Shelburne .....	3
Victoria .....	6
Yarmouth .....	3

*Number of Schools and Teachers.*—In the winter term 2196 teachers were employed and 2158 schools were in operation, increases over the preceding year of 38 in both cases. In the summer term there were 2281 schools, employing 2340 teachers, an increase of 45 schools and of 40 teachers as compared with the corresponding term of 1890-91.

*Attendance.*—The following is a statement of the registered attendance of pupils from 1866 to 1892 inclusive :—

YEARS.	No. of Pupils registered in Winter.	No. of Pupils registered in Summer.	No. different Pupils registered during the year.
1866.....	45131	56017	71059
1867.....	61818	70075	83048
1868.....	65983	72141	88707
1869.....	72756	75523	93732
1870.....	74321	76237	94496
1871.....	74759	77235	92858
1872.....	70780	76496	91637
1873.....	70320	78266	93759
1874.....	72645	79910	93510
1875.....	76349	81878	94029
1876.....	77593	82034	94162
1877.....	80788	83941	100710
1878.....	81523	84169	101538
1879.....	81640	84356	99094
1880.....	73978	78808	93700
1881.....	77468	80189	98148
1882.....	76888	81196	95912
1883.....	79091	81863	98307
1884.....	80041	84266	101069
1885.....	81472	86578	103288
1886.....	84570	86858	105410
1887.....	84217	86731	105137
1888.....	82486	86582	105231
1889.....	82371	86488	103688
1890.....	82794	88170	103597
1891.....	81304	85792	101724
1892.....	82965	87189	102586

The following is a statement of the registration of the past two years by counties :

	1891.	1892.
Annapolis.....	4729	4601
Antigonish.....	3756	3740
Cape Breton.....	7147	7207
Colchester.....	6514	6426
Cumberland.....	8310	8388
Digby.....	4748	4834
Guysboro.....	3854	4047
Halifax Co.....	6754	6692
" City.....	7299	7550
Hants.....	5477	5371
Inverness.....	6371	6496
Kings.....	5346	5345
Lunenburg.....	7164	7472
Pictou.....	7425	7500
Queens.....	2265	2193
Richmond.....	2872	3086
Shelburne.....	3618	3680
Victoria.....	2918	2857
Yarmouth.....	5157	5101

The Provincial average of attendance (1 in 4.3) was exceeded in the following Counties :—Inverness and Shelburne, 1 in 4.; Cumberland, Digby, Hants and Lunenburg, 1 in 4.1; Annapolis, Colchester, Guysboro and Kings, 1 in 4.2; Antigonish, Victoria and Yarmouth make the Provincial average, 1 in 4.3. The following fall below the general average : Pictou, Queens and Richmond, 1 in 4.6; Cape Breton, 1 in 4.7; Halifax County, 1 in 4.9; Halifax City, 1 in 5.1.

*Regularity of Attendance.*—The following table shows the percentage of registered pupils daily present on an average during the period the several schools were open for the respective terms of the past ten years :

	Winter.	Summer.
1883.....	56.9	56.5
1884.....	57.8	57.2
1885.....	57.6	58.
1886.....	59.7	59.5
1887.....	57.9	59.2
1888.....	57.6	57.6
1889.....	60.4	58.1
1890.....	58.3	57.7
1891.....	58.8	59.2
1892.....	59.6	60.

When reduced to the basis of the full number of teaching days in the respective terms, the percentages stand as follows :

	Winter Term.	Summer Term.
1883.....	53.7	52.7
1884.....	54.8	53.6
1885.....	54.7	54.8
1886.....	57.1	57.1
1887.....	56.7	56.8
1888.....	55.2	55.4
1889.....	57.9	55.9
1890.....	56.2	54.5
1891.....	56.8	56.4
1892.....	56.8	57.2

These percentages measure both the regularity of attendance and the length of time during which the schools were in operation.

## PERIOD OF SERVICE, SEX, AND SALARIES OF TEACHERS.

During the winter term 1112 teachers continued to teach in the same section in which they taught the preceding term; 775 removed to other sections; 289 engaged in teaching for the first time. During the summer term the corresponding figures were 1394, 796, and 133.

Of the 203 male teachers of the academic and first classes (grades A and B) in charge of schools during the summer term, 92 have been in service for upwards of *seven* years; 17 for upwards of *five* years, and 37 for upwards of *three* years. Altogether, of the 203 male teachers of the higher grades (A and B) 146 have been in service for upwards of *three* years.

Of the 1,066 female teachers of the first and second classes (grades B and C) employed during the summer term, 297 have been in service upwards of *seven* years; 173 for upwards of *five* years, and 226 for upwards of *three* years. Altogether, of the 1,066 teachers of these grades, 696 have been in service for more than *three* years.

In regard to sex, the teachers in the public schools (an average between the two terms being taken) are classed as follows:—Male, 558; Female, 1,691. As compared with the preceding year, the number of male teachers has decreased by 8, and that of female teachers increased by 48.

The average salary throughout the Province for male teachers of the first class was \$488.95, as compared with \$448.59 in 1890-91. The highest averages paid such teachers were in Halifax City, \$917.86; Colchester, \$670.21; Pictou, \$655.08. The average of salaries was above the general average in the following other counties:—Cumberland \$582.88; Yarmouth, \$540.81; Halifax Co. \$539.83; Guysboro, \$522.08

The Provincial average for female teachers of the first class was \$295.77 as compared with \$286.03 of the previous year. The three highest averages were in Halifax City, \$470; Cape Breton, \$388.44; Yarmouth, \$318.68. The general average was exceeded in Kings, \$314.08; Pictou and Halifax Co., \$312.58; Colchester, \$305.88.

The general average for male teachers of the second class was \$255.45, as compared with \$260.57 in 1891. The three highest averages were Digby, \$359.06; Shelburne, \$296.79; Yarmouth, \$296.06.

The Provincial average for female teachers of the second class was \$224.24, as compared with \$223.06 in 1891. The three highest averages were:—Halifax City, \$362.00; Yarmouth, \$257.97; Halifax Co., \$252.06.

The Provincial average for male teachers of the third class was \$180.05, as compared with \$185.93 in 1891. The three highest averages were:—Cumberland, \$316.04; Yarmouth, \$256.04; Digby, \$237.70.

The Provincial average for female teachers of the third class was \$158.43, as compared with \$163.56 in 1891. The three highest averages were:—Halifax City, \$300.00; Yarmouth, \$173.65; Queens, \$168.54.

### EXAMINATION FOR TEACHERS' LICENSES.

Table X contains in detail the statistics of the last annual examination for teachers' licenses. The following is a summary:—

In 1892 the total number of candidates examined, 1431; in 1891, 1334; increase, 97.

Number of candidates examined for Academic Licenses in 1892, 22; in 1891, 11; increase, 11.

Number examined for First Class License (Grade B.) 1892, 196; in 1891, 165; increase, 31. Licenses issued in 1892, 56; in 1891, 46; increase, 10. Divided between the sexes the results stand as follows: Total number of male candidates, 1892, 104; in 1891, 87; increase, 17. Number of licenses issued to male candidates, 1892, 30; 1891, 20; increase, 10. Total number of female candidates, 1892, 92; 1891, 78; increase, 14. Number of licenses issued to female candidates, 1892, 26; 1891, 26.

Total number of candidates examined for Second Class (Grade C.) 1892, 742; in 1891, 703; increase, 39. Total number of licenses issued to Second Class candidates, 1892, 238; in 1891, 225; increase, 13. Sub-divided in relation to sex these items stand: Number of male candidates 1892, 152; 1891, 175; decrease, 23. Number of licenses issued to male candidates 1892, 48; 1891, 70; decrease, 22. Total number of female candidates 1892, 590; 1891, 528; increase, 62. Number of licenses issued to female candidates 1892, 190; 1891, 155; increase, 35.

Total number of candidates for Third Class (Grade D) licenses, 1892, 471; 1891, 455; increase, 16. Total number of licenses issued to Third Class candidates, 1892, 121; 1891, 103; increase, 18. Analyzed in relation to sex, these items stand: number of male candidates, 1892, 96; 1891, 102; decrease, 6. Number of licenses issued to male candidates, 1892, 19; 1891, 23; decrease, 4. Total number of female candidates, 1892, 375; 1891, 353; increase 22. Number of licenses issued to female candidates, 1892, 102; 1891, 80; increase, 22.

Of the whole number of applicants for licenses, 420 received the

class applied for, in comparison with 379 in 1891, an increase of 41. 831 received licenses of some grade as compared with 698 in 1891, a increase of 133, while 600 failed to obtain licenses of any kind, in comparison with 636 in 1891. Of the candidates obtaining license, 180 simply maintained the grade previously held, a comparative increase of 44, while 29 sank to a lower class. The number of candidates holding license prior to the examination and succeeding in obtaining an advance of grade was 175, as compared with 150 in 1891, an increase of 25. The number obtaining for the first time licenses of some class was 447, as compared with 392, an increase of 55.

The examinations are uniform for each class of license respectively, and are conducted by printed questions and written answers. The written papers are valued (in parts of 100) by the Provincial Examiners, who have no means of knowing either the personality or the residence of the candidate. Licenses valid throughout the Province are issued under the seal of the Council of Public Instruction to all successful candidates. For the due protection of the interests both of the Province and of candidates, awards are in all cases made in strict accordance with the published Standards of Examination. All possible pains are taken that the questions of a given year, while avoiding repetition, shall not differ too sharply in point of difficulty from those of the preceding examination, proper allowance of course being made for the general progress of education in the country. The following table, showing the *percentages* of successful applicants in each of the three lower classes during the past twelve years, will be of interest. It may be observed that, as a rule, whenever the number of applicants for any grade has been exceptionally large, the percentage for that year shows a more or less marked decline.

	FIRST CLASS, Grade B.		SECOND CLASS, Grade C.		THIRD CLASS, Grade D.	
	Male.	Female.	Male.	Female.	Male.	Female.
1881.....	41	57	44	45	41	39
1882.....	49	45	38	36	25	40
1883.....	45	59	36	35	29	45
1884.....	49	53	32	41	36	50
1885.....	43	58	43	41	34	35
1886.....	45	41	40	40	30	23
1887.....	33	26	40	33	27	21
1888.....	55	51	34	33	31	34
1889.....	23	28	27	26	32	34
1890.....	52	56	33	31	37	35
1891.....	23	33	40	29	22	22
1892.....	29	28	31	32	20	27

## STUDIES OF PUPILS.

Table VI contains a statement of the number of pupils receiving instruction in the various branches, according to the provisions of the Course of Study for Common Schools and that for High Schools respectively. The following summary is given to promote convenience, but the details as furnished in the table will repay investigation.

## COMMON SCHOOL COURSE—(Eight Grades.)

		Winter Term.	Summer Term.
Total Registration.....		82,965	87,189
Oral Lessons on Health.....		47,995	51,701
“ “ Temperance .....		46,244	49,523
“ “ Moral and Patriotic Duties .....		42,705	47,116
“ “ Nature (familiar objects, phenomena and laws)...		53,262	57,572
Singing (theory) .....		13,832	13,338
“ (by rote).....		29,163	27,504
Reading, Grades I-VIII.....		78,054	80,213
Spelling, “ II-VIII.....		67,340	62,446
Language, “ I-VI .....		54,497	60,028
Grammar, “ VII and VIII.....		17,152	13,850
Composition, “ “ “ .....		11,803	10,219
Geography, “ III-VIII.....		48,911	46,172
History, “ V-VIII.....		29,039	26,322
Arithmetic, “ I-VIII.....		75,770	78,622
Algebra, Grade VIII.....		5,476	4,657
Geometry, “ “ .....		2,862	2,730
Writing, Grades I-VIII.....		74,682	76,564
Drawing, “ I-VIII.....		38,634	43,508
Book-keeping, Grade VIII.....		4,323	2,693
Latin, “ “ .....		201	168



## HIGH SCHOOL COURSE.—(3 Years.)

*(Attendance in the County Academies is included.)*

	Winter Term.	Summer Term.
English Language.....	3414	2724
English Literature.....	1071	652
Geography.....	3325	2998
History.....	3337	3139
Arithmetic.....	3390	3194
Geometry.....	3183	3061
Algebra.....	3312	3059
Practical Mathematics.....	342	377
Drawing.....	1165	1401
Book-keeping.....	2428	2004
Physics.....	800	520
Botany.....	632	1678
Chemistry (Inorganic).....	727	518
Chemistry (Agricultural) ..	187	170
Physiology.....	341	342
Geology.....	21	37
Latin.....	1386	1323
Greek.....	269	219
French.....	643	725
German.....	68	32

## EXPENDITURE :—(See Tables XIII., XIV., XV.)

The total Government expenditure for Education was \$216,329.73, as compared with \$213,905.01, an increase of \$2524.72. The principal item of expenditure, the total of grants to teachers, is now fixed by law.

The following are the aggregates of teachers' grants for the past fourteen years:—

1878.....	\$150,455 97
1879.....	151,655 38
1880.....	143,493 92
1881.....	148,173 50
1882.....	149,058 22
1883.....	149,761 50
1884.....	153,694 00
1885.....	160,513 55
1886.....	167,184 97
1887.....	172,067 28
1888.....	167,504 81
1889.....	167,500 00
1890.....	167,500 00
1891.....	167,487 58
1892.....	167,498 85

A detailed statement of the distribution of the grants for the winter term of 1891-92 was published, as the law directs, in the *Journal of Education* for August last. A similar statement for the summer term is awaiting publication in the forthcoming issue of that periodical in April.

### COUNTY.

The provisions of the law for the levying and apportionment of the County Fund are as follows:—

"The Clerk of the Municipality in each county, except as hereinafter provided in relation to the City of Halifax, shall add to the sum annually voted for general municipal purposes, at the regular meeting of the Council, a sum sufficient, after deducting costs of collecting and probable loss, to yield an amount equal to thirty cents for every inhabitant of the Municipality, according to the last census preceding the issue of the municipal rate-roll; and the sum so added shall form and be a portion of the municipal rates. One-half the sum thus raised shall be paid semi-annually by the Municipal Treasurer upon the order of the Superintendent of Education."

"One-half of the amount provided to be raised annually, as aforesaid, shall, at the close of each half year, be apportioned to the Trustees of Schools conducted in accordance with this chapter, to be applied to the payment of teachers' salaries; and each school shall be entitled to participate therein at the rate of twelve and a half dollars per term for each licensed teacher employed, and the balance of the municipal fund shall be distributed among the schools according to the average number of pupils in attendance and the length of time in operation, but shall receive no allowance for being in session more than the prescribed number of days in any one half year."

The gross annual amount of the County Fund for the entire Province is now \$120,127.75. Under the above provisions, as modified by the Acts in relation to the education of the Blind and of the Deaf and Dumb, the County Fund for 1891-92 was appropriated as follows:

Paid to trustees in proportion to the average number of pupils and length of time schools were in operation	\$65,512 41
Paid to trustees in respect to teachers employed.....	50,647 84
Paid to Halifax School for the Blind.....	1,237 50
Paid Institution for the Deaf and Dumb.....	2,730 00

### SECTIONAL.

The total sectional assessments for the direct support of schools, as reported, amount to \$313,229.32, a decrease of \$28,426.43. The sum levied throughout the Province for building and repair of school houses was \$96,788.05, an increase of \$45,366.12. This makes a net increase of \$16,939.69.

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## HIGH SCHOOL WORK.

The changes made in the Statutes and Regulations during the year necessitated a complete revision of all the forms and much of the usual routine of the Department. With the utmost application the details involved by these changes can hardly be matured in time for the successive events of the coming year. This state of affairs combined with the increase of correspondence always incident on extensive changes, prevented me from visiting officially all of the County Academies. Only those whose claims to their academic grants required close investigation were thus examined. Several academies and other schools were visited incidentally as matters of special urgency called me to one part of the province or another. My impressions thus formed were in accord with the inferences naturally deducible from the tables of statistics here presented. There has been a steady advance in the high schools as well as in the common schools.

This fact appears also to be indicated in a decisive manner by the fine buildings which the people are spontaneously raising in the different quarters of the province for the higher educational work as well as for the lower.

The citizens of Digby with a public spirit not excelled in the most wealthy communities have signalized their appreciation of the public educational system by the erection and completion of a costly and ornamental brick structure for its Common Schools and the County Academy. The citizens of Amherst are doing the same, but apparently with the well founded intention of excelling all who have gone before them. And the prospects are, that the coming year will not be without its contribution to the superior class of school buildings in the province.

## SCHOOL INSPECTION

requires a word. On our staff of inspectors we have men who are worth more to our country than unobserving people can easily understand. These men combine in an admirable manner, promptness of action, firmness, suavity, and a deep interest in the educational development of their inspectorates. Their steady and well directed energy has in a few years wrought remarkable changes in the general habits and status of teachers and schools in their respective districts. That this is partly due to the personality of the inspector can be easily seen by comparing the general aspect of the profession in different inspectorates after making due allowance for the local constant, and by observing its fluctuations from year to year. The Provincial examination mill grinds out the various classes of teachers with a sort of mechanical uniformity. But the uniformity is by no means uniform. For acclimatization in different inspectorates tends to develop different points of character. The inspector is a bishop in his district; and the right man has a bishop's influence

over teachers and ratepayers, given him the time to make an acquaintance with his diocese.

During the year the work of inspectors was increased in some respects on account of the necessity of instructing many people in the details of the revised order of things. I therefore recommended a single annual inspection of schools known to be running in good order, for the purpose of giving time for the more frequent inspection of schools and localities requiring correction, direction or stimulus. With such men as I hope our staff of inspectors will always continue to be, this method will be much more useful than the imperative two inspections of every school each year, especially under the new regulations. As the statute expressly gave the Superintendent some such power under the two term system, it was not deemed necessary to seek for an amendment of the Act adapted more especially to the one term system.

#### SUMMARY OF CHANGES.

There are special reasons why my report should be as brief as possible on this occasion. I make no attempt, therefore, to re-state the reasons for the changes which have been made. Those intimately acquainted with the working of our system know enough already. Others, by referring to the excellent Annual Reports of my predecessor, will find the justification of many of them repeatedly stated in the most convincing manner, in the case of some of them for a period extending over the last ten or eleven years. Signs of the times were above the horizon for years. The only explanation I have to make is as to the manner, not to the matter. It appeared to me most desirable to minimize the period of reconstruction by making as many changes as were specially required simultaneously. These being once accomplished, the trimming of the system will not interfere with its free development. I have gratefully to acknowledge the unexpected courtesy with which our people have to date received the intimation of these changes, the details of the working of which must to very many yet appear obscure. I beg simply to have it remembered, that the coming year will test what has been done under the most trying circumstances. I have the fullest confidence that the result will be fairly successful. I shall, therefore, merely enumerate the leading changes, while I hope to have the consolidated Regulations published for complete information in the April edition of the Department's official organ, the Journal of Education.

1. The school term, one year, opening in August, closing in July, with a summer vacation of six weeks between the dates of closing and opening.

2. The engagement of teachers, for a period less than one year illegal, except by express authority from the Inspector under special circumstances.

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3. The opening of every school to be immediately reported to the Inspector on the pain of the loss of grants for days taught before notification.

4. Annual meeting of section on the last Monday in June (except when special arrangements are made for sections or districts by the C. P. I).

5. Provincial Grants payable in February and July ; County Grants payable in July.

6. Registers modified to give fuller statistics.

7. Returns in full to be made only annually.

8. The High School course of study and the syllabus of the "Teachers' Examination" unified.

9. Provincial classification and certification of High School scholarship, admitting to Universities, Normal Schools, Teaching profession, etc.

10. Candidates for Teachers' licenses having all the other qualifications can obtain licenses whenever they attain the age limit.

11. Premium on Normal School training equal to one grade in class of license.

12. Normal School devoted to professional training and special teaching.

13. Temperance teaching made compulsory in all schools ; the text books for pupils prepared and prescribed ; the examination of all teachers on Hygiene and Temperance ; the exacting of more specific certification as to the good moral character of candidates for the profession.

14. In the common schools, more attention directed to music, writing, drawing, and the practical use of the English language. Memory work, as in Geography and History, lessened. Lessons on Nature made strictly observational—"cram" specially prohibited. In the high schools, the outlining of a higher or post-graduate high school grade for institutions wishing to do such work. The bifurcation of this portion of the course into classical and scientific sides forming the scholarship basis of classical and scientific academic headmaster's licenses. Further, the reduction of the number of examination papers for this grade, from about *thirty*, which for the last twenty-eight years included *both* classical and scientific subjects, to *twenty* on *either* a classical or scientific group. Still further, candidates may pass on these twenty papers in two annual stages. For instance, if an aggregate of 1,000 be made on *ten* or more papers,

one year, the candidate will be required to pass only on papers omitted or "not passed" at the next examination.

By thus narrowing the scope of the students' work to fewer subjects than usual, and by allowing options to accommodate the natural bias of different minds, it is expected in the long run to produce higher and more varied species of scholarship, without so much risk of undue mental application.

### THE NORMAL SCHOOL.

The province has already vested a large amount of money in a splendid building, which is shown in our frontispiece. It is our duty from every point of view to make that investment pay as well as possible. Under the past regime the school did good work, as can be evidenced by the higher appreciation of the people as a general rule for Normal School trained teachers. The teacher with genius is of course born, but that the teacher is an exception to the general law that special training is useful, even the geniuses must admit. Heretofore our Provincial Normal School was tremendously handicapped. The student who attended it received no more consideration from the government which called it into existence than the law student or theologian who was straining every nerve solely to reach his final profession. I do not mean that these students were not doing what was right. Many of them did excellent service while in the profession, and rightly left it when there was a stronger call for them in another sphere.

Secondly, the government subsidized heavily a number of academies to do very nearly similar work unburdened by practical training in teaching which counted for nothing in obtaining a license. And thirdly, the Academic Course preparing directly for high university prizes, tended still further to attract the abler students from the Normal School. The good work which it has done while thus handicapped demonstrates an ability in its staff of instructors of which any institution may be proud.

In my next report I hope to be able to say, that our Provincial Normal School, in addition to more fully developing the training in "general and special methodology," in elocution, music, drawing and calisthenics, is also giving a superior course in manual training in wood work, in practical physics and chemistry, and in advanced practical work in the natural sciences bearing on agriculture and other industries. Wood work, not for the purpose of making the teacher a mechanic, but for the purpose of training the hand to execute with precision what a drawing or the mind marks out. Not to enable him or her to make apparatus for the school room or become the trustees' carpenter. Rather to enable the teacher to understand how things may be done, to suggest possibilities, to have it in the air of the school room that manual labor may be as worthy a way of utilizing life as any other kind of labor; that science, and art, and the farm, and the work-bench are as noble arenas for man.

energies as quill-driving or money changing. In other words it is desirable that the training of the teacher will not tend to draw all the clever pupils in the one direction of book-learning and the so-called professions as hitherto, while the knowledge of *things* is so all-important and the industrial vocations so necessary.

But more. With the new building for the Provincial School of Agriculture so near the Normal School, and so luxuriously fitted up with laboratory accommodations (see Appendix E.) for the study of Botany, Entomology, Zoology, and the higher Chemical Analysis, our teachers will have an opportunity of obtaining practical knowledge with the microscope, the scalpel and the chemical balance. With such training superadded to his academic education the teacher will be able to go into a country section with at least a rudimentary knowledge of what is in *it*, as well as of what is in books. His nose will not be continually uptilted above the plane of the horizon with the eyes of his imagination looking down on a far off Eldorado, while he sees nothing around his feet except a desert of rubbish and common place. The upas air of discontent need not taint the nascent ideals of the embryo citizens within his school room. For weed and blade and wild-flower are ever revealing new lights to him. The mossy bank and the lichen-draped trees teach him poetry and science. The droning beetle and the plundering bug can not outmanoeuvre him. The gravel bank preaches sermons for him of antiquity, more hoary than antiquity. The pebbles by the brook tell their fairy tales of travel when there were no human eyes to follow them, of the times when the foundations of the earth were laid with ceremonials grand and weird but spectatorless. Under such a teacher the dreariest woodland or the rockiest coast would be glorified to the young, who would thus better learn to live in, love and die for such a country. This sentiment has also a practical side. For even a fair elementary knowledge of the *things* in a school section would make the teacher a local seer, who could throw light on much of the ordinary difficulties of the industries of the community. Such a training will enable the teacher and people to sympathise with and aid each other more than is otherwise possible. The clever boys will not be crowded on by the sentiment displayed too often by the former teacher, to forsake industrial work for some clerical profession. For industrial work will be seen in its true light to be compatible with the most perfect physical health, and the enjoyment of the fullest pleasure in the contemplation of the science, the poetry, the beauty, the love and the light in the infinite realm of our environment, while it also contributes directly to the welfare of every element of our common country. Can we not expect our Normal School to develop more of this character in the scholarly men and women they may send out in future; not simply scholars who have managed to think over again what others have thought, but those who are able to explore a new world and understand it. Scholars also, with some training in the fine arts, who with pencil as well as with pen can interest their pupils, picture facts, educate fancy, and open as many avenues as possible for useful and happy lives to the youth of our country.



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### EDUCATIONAL CONVENTIONS.

During the year, I had the pleasure of attending a large and enthusiastic convention of the Teachers' Association of Kings and Hants, at Hantsport; and another of Annapolis and Digby at Digby. In Appendix E, I publish as a matter of record, reports of these conventions, as they appeared in the EDUCATIONAL REVIEW.

The first meeting of a Dominion Association of teachers at Montreal in July last, is a very important incident in the history of our educational development. Such interprovincial intercourse will undoubtedly be useful more or less to all the provinces; while there are looming up some important educational problems which can be solved only by the co-operation of provincial and perhaps national educational authorities. A report of this convention, also taken from the EDUCATIONAL REVIEW, will be found in Appendix E.

### EDUCATIONAL EXHIBIT.

Dr. Saunders, the Canadian Commissioner for the World's Columbian Exposition at Chicago, so forcibly presented the reasons for Nova Scotia's participation in this world's fair, that it was decided to proceed, although the general reorganization of the school system during the year would make the task specially difficult. An appeal to the educational constituency of the province was made through the August JOURNAL OF EDUCATION, and in other papers. Later, a circular outlining in detail a method of procedure and inviting all educational institutions to indicate their existence by contributing a representation of their character and work, was issued to inspectors and others for distribution. The result of this effort properly belongs to my next report. The exhibit will no doubt reflect the educational energy of the different schools, inspectorates, and public institutions of the province; and the official catalogue will preserve the record for comparisons in the future as well as in the present.

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### APPENDICES.

To make this Report cover as far as desirable the whole field of education throughout the Province, I have appended among many other papers a general view of each one of our Degree conferring institutions. Although the Universities receive no public money, they are intimately interested in and connected with the Public School system. Their acknowledgment of the Junior Leaving "Pass" of the High Schools constitutes a virtual, though partial, affiliation of the two. It seemed fitting, then, that a glimpse of this cope-stone of the educational structure should be given in a Provincial Report.

The Appendices, some of which this year are more voluminous than can be expected hereafter, are classified as follows :

- A. Normal School.
- B. Inspectors.
- C. Halifax schools.
- D. Schools for Deaf and Dumb, and the Blind.

E. Other institutions receiving public money or other considerations from the Government, namely:—The Provincial School of Agriculture, The Halifax Medical College, The Victoria School of Art and Design, The Summer School of Science, The Kindergartens, Manual Training, and The Educational Conventions of the year.

F. Universities and degree conferring colleges receiving no public money from the Provincial treasury.

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For the benefit of those who are unacquainted with our educational work, it may not be inappropriate at this time and place to conclude with a brief conspectus of The Public Free School System and other Educational Institutions of the Province.

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The Public Free School system of Nova Scotia provides for the free education of every inhabitant of the province, from the age of five years and upwards, in a prescribed course of study extending from the Kindergarten or Primary grade of the common schools to the University or the end of the High School course. Out of a total population of 450,000 of all ages, 102,586 pupils were enrolled during the last year.

The common school course consists of eight grades representing a year's work each for the average pupil who may complete the course in his fourteenth year. The high school course consists of four grades additional, enabling the more clever pupils, who have lost no time, to graduate in their eighteenth or nineteenth year. The highest grade is practically a post-graduate course and will generally require two years. The prescribed course is here presented, as published in the Teacher's Register. (The numbers of the paragraphs under "General Directions" refer to certain columns in the statistical page of the Register.)

In schools (in country sections, for instance) where several or all these grades have to be taught in a small school by one teacher, the order of studies is still indicated by this course; but the time for class work in each subject must be correspondingly contracted as compared with a fully graded school. In many subjects also the work of several grades may be taken up in class simultaneously, under these circumstances, such for instance as callisthenics, music, hygiene and temperance, moral and patriotic duties, lessons on nature, etc., etc. Courses of study and time tables based on this course but contracted to suit variously graded schools, are also prepared for the guidance of teachers.

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## COURSE OF STUDY FOR COMMON SCHOOLS.

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### GENERAL DIRECTIONS.

65. *Callisthenics and Military Drill*.—As often as found expedient; but "physical exercises" should be given once in the middle of every session over one hour in length, and in the lower grades more frequently than in the higher. Recommended, "*Physical Drill*," (T. C. Allen & Co., Halifax), for the Common and High Schools.

66. *Vocal Music*.—Every pupil (excepting of course those known to be organically defective as respects music), should be able to pass an examination in vocal music, before promotion to a higher grade. For the present the following minimum is prescribed for each grade. At least one simple song with its Tonic Sol-fa notation for Grade I. An additional melody and its notation for each succeeding grade, with a correspondingly increased general knowledge of music. Vocal music may be combined with some forms of "physical exercises" as in marching and light movements. Recommended, "*National and Vacation Songs*," (Grafton & Sons, Montreal), for Common and High Schools. Teachers musically defective may comply with the law by having these lessons given by any one qualified.

67. *Hygiene and Temperance*.—Orally in all grades, and as incidents or occasions may suggest. Text Book for pupils' use as follows: Grades V and VI, Health Reader No. 1. Grades VII and VIII, Health Reader No. 2.

68.—*Moral and Patriotic Duties*.—As enjoined by the School Law and when found most convenient and effective.

69.—*Lessons on Nature*.—The observation, examination and study of the common and more important natural objects and laws of nature as they are exemplified within the range of the School Section or of the pupils' observations. Under this head pupils should not be required to memorize notes or facts which they have not at least to some extent actually observed or verified for themselves.

70. *Spelling and Dictation*.—It should be strictly insisted upon that, from the very commencement in the first grade, the pupil should spell every word read in lessons, and common words of similar difficulty used in his conversation. Writing words in the lower grades. Transcription and dictation in the higher grades should be utilized more and more as facility in writing increases.

71.—*Reading and Elocution*.—1. Pupils must be enabled to clearly understand the portion to be read, then to read it with proper expression. 2. Faults of enunciation, pronunciation, etc., of tone, of posture and manner, etc., must be carefully noted and corrected. 3. Choice passages should be memorized occasionally

for recitation with the proper expression. Ten lines per year at least for Grade I, twenty lines at least for Grade II, and a similar increase for each succeeding grade, is prescribed. Reading should be taught at first, partly at least, by word building from the phonic elements, occasional drills of this kind being continued in all the grades to obtain clear enunciation.

72. *English*.—In all grades practice should constantly be given in expressing the substance of stories, lessons, or observations, orally in correct language, and in the higher grades in writing also. Discussion of subject matter of lesson. Attention to the use of capitals, punctuation marks, paragraphing, etc., should be introduced gradually and regularly, so that at the end of the common school course, language in correct form can be fluently used in description or business letters, orally and in writing. The practical rather than the theoretical knowledge of English is what is specially required in the common school, and a large proportion of the school time should be given to it. Pupils should be continually exercised in finding synonyms or substituting "their own made meanings" for difficult words in their reading lessons, instead of memorizing definitions often given at head of lesson.

73. *Writing*.—Styles most easy to read should be cultivated. Simple, vertical writing is generally preferable to the sloping styles. No exercise in writing should be accepted by the teacher from the pupil unless its form shows evidence of care. Should begin in the first grade with letters formed from the simpler elements properly classified, and taught in the order of difficulty.

77. *Drawing*.—Langdon S. Thompson's "Manual Training, No. 1," is recommended to the teacher as covering to some extent the *Drawing and Lessons on Nature* as they may be taught to pupils of the first five or six grades. With Thompson's Primary Freehand Manual, in addition, the teacher will have a sufficient guide for the work in drawing up to Grade VII for the present. The "American Drawing Cards," first and second series, may also be advantageously used to this stage. Drawing of objects studied under the head of Nature Lessons to be constantly practised, and carried on even in the High School.

78. *Arithmetic*.—It is of the highest importance to secure the habit of obtaining accurate answers at the first attempt. Every "slip" in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity may then be neglected to look after itself. In the first four grades the teacher will have to prepare a great number of exercises of a nature not specially arranged for in the present prescribed text book, so that the pupils may be accurate and rapid in their operations up to the limit prescribed.

75 and 76. *Geography and History.*—The verbal memorizing of these lessons at home by the pupil is for the most part injurious to the character of the memory and useless as practical knowledge. For in spite of all cautions and instructions to the contrary, most pupils when left to themselves mentally associate the facts memorized with the wording, the paragraph and the page of a book, instead of with the proper locus in the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophic direction of the teacher in the school-room, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lesson by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic or scientific, should be skilfully used to interpret the remote in time and place.

90. *Manual Training.*—(Optional). This may often be introduced as an alternative or recreation, and without therefore materially increasing the real labor of the pupil. Clay modeling, needle-work, wood-work, etc., as may be most appropriate or expedient, may be introduced with the consent of the Trustees. Teachers should at all times encourage the pupils in the production of any specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals, and other natural productions of their own part of the country.

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## SPECIAL DIRECTIONS.

### GRADE I.

*Reading.*—Primer with Wall Cards or Blackboard work.

*Language.*—Story-telling by pupil. Writing easy script letters, words and sentences.

*Writing and Drawing.*—Writing on slate, paper or blackboard. Drawing of easy, interesting figures.

*Arithmetic.*—All fundamental arithmetical operations with numbers, the results of which do not exceed 20, to be done with concrete and abstract numbers, accurately and rapidly.

*Lessons on Nature.*—Power of accurate observation developed by exercising each of the senses on simple or appropriate objects. Estimation of direction, distance, magnitude, weight, &c., begun. Common colors, simple regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals.

### GRADE II.

*Reading.*—Reader No. 1.

*Language.*—As in Grade I., but more advanced.

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*Writing and Drawing.*—As in Grade 1, but more advanced. Angles, triangles, squares, rectangles, plan of platform and of school room.

*Arithmetic.*—Numbers up to 100 on the same plan as in Grade I.

*Lessons on Nature.*—As in Grade I, but more extended.

#### GRADE III.

*Reading.*—Reader No. 2.

*Language.*—As in II., but more advanced. Subject and predicate. Nouns and verbs.

*Writing and Drawing.*—Script letters on slate and in copy book. Freehand outlines on slate, blackboard, &c. Common geometrical lines and figures with their names. Map of school grounds and surroundings.

*Arithmetic.*—Number to 1000 as in previous grades, divisors not to exceed 12. Dollars and cents. Long Measure and Avoirdupois Weight, with reduction exercises.

*Lessons on Nature.*—Geography of neighborhood, use of local or county maps. Estimation of distance, measures, weights, &c., continued. Color. Study of, say, three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals.

#### GRADE IV.

*Reading.*—Reader No. 3.

*Language.*—Oral statements of matter of lessons, observations, &c. Written sentences with punctuation, &c. Modifiers of subject and predicate, of noun and verb.

*Writing and Drawing.*—Copy Book. Primary Freehand Series No. 1., and Cards, &c.

*Geography.*—Oral lessons on the seasons as in pages VII. to X. of Elementary Geography, with the general geography of the Province begun on the school map.

*Arithmetic.*—Numeration and notation extended. More difficult exercises in fundamental rules and reduction. Common tables of weights, measures, etc., idea of fractions developed. Mental Arithmetic drill increasing.

*Lessons on Nature.*—As in grade III., but extended so as to include as many more new objects of each kind.

## GRADE V.

*Reading.*—Reader No. 4, Part I.

*Language.*—As in Grade IV. and General Directions. All parts of speech and of sentence with inflections of noun, adjective and pronoun, orally. Composition practice increasing.

*Writing and Drawing.*—Copy Book. Freehand Drawing Series No. II., and Cards, etc.

*Geography and History.*—Ideas of latitude and longitude, etc., developed. Oral geography of Nova Scotia on map in fuller detail. General geography of Provinces of Canada and of the Continent, as on the Hemisphere maps. Oral lessons on leading incidents of Nova Scotian History.

*Arithmetic.*—As in first three and one half chapters of Kirkland and Scott's Arithmetic with reasonable rapidity.

*Lessons on Nature.*—From mineral and rock to soil, as shown in neighborhood, and, say, five or six each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Health Reader, No. I. begun.

## GRADE VI.

*Reading.*—Reader No. 4. completed.

*Language.*—As in Grade V. extended. Formal compositions (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches and letters. All from oral instruction.

*Writing and Drawing.*—Copy Book. Drawing No. 3, and Cards, etc. Increasing practice in representing common objects in outline.

*Geography.*—Elementary Geography text, to end of Canada. Thorough drill in outline of Hemisphere maps.

*History.*—British American History; text, chapters 3, 5, 10, 11, 12, 13, (in part) and 14.

*Arithmetic.*—As in chapters 4 to 6, Kirkland and Scott, (omitting circulating decimals), with continual review and mental exercises.

*Lessons on Nature.*—As in Grade V., but extended, say to at least nine or ten objects of each class specified. Distribution and values of all natural products of the Province. Health Reader No. 1. completed.



## GRADE VII.

*Reading.*—Reader No. 5. begun. Character of metre and figures of speech begun to be observed.

*Grammar.*—Leading principles of Etymology (large type generally), with paradigms as in prescribed text, and exercises, with related rules of Syntax. Parsing and analysis to complex sentences.

*Composition.*—Written abstracts of oral or reading lessons. Simple description, narrative and business forms. Punctuation and paragraphing.

*Writing and Drawing.*—Copy book. Drawing No. 4, and Cards, &c. Plotting of lines, triangles, rectangles, &c., according to scale. Simple object drawing extended.

*Geography.*—Elementary Geography to end of Europe, with thorough map drill.

*History.*—British American History completed.

*Arithmetic.*—As in Kirkland and Scott to end of chapter 7, with corresponding mental exercises.

*Lessons on Nature.*—As in Grade VI., and with the study of specimens illustrating the stones, minerals, etc.; each class, sub-class and division of plants; and each class of animals found in the locality. All common and easily observed physical phenomena. The Introductory Science Primer, and Health Reader No. 2 begun.

## GRADE VIII.

*Reading.*—No. 5 completed. Elements of prosody and plain figures of speech, as illustrated in readings, to be observed and studied.

*Spelling.*—Prescribed Speller in addition to general directions.

*Grammar.*—Including rules of Syntax, (omitting *notes* and more difficult matter in medium print). Parsing. Analysis of simple and easy complex sentences. Correction of false Syntax.

*Composition.*—As in Grade VII. extended. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes.

*Writing and Drawing.*—Copy Book. Thompson's Drawing, Model and Object Series, No. 1. Construction of angles and simple geometrical figures to scale and their measurement.

*Geography.*—Elementary Geography completed and reviewed with latest corrections and map drill.

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*History.*—As in "Brief History of England," with review of British American History.

*Arithmetic.*—As in Kirkland and Scott.

*Algebra.*—Fundamental rules, with special drill on the evaluation of algebraic expressions.

*Book-keeping.*—A simple set.

*Lessons on Nature.*—As in Grade VII., extended to bear on Agriculture, Horticulture and any local industry of the School Section. Oral lessons from Science Primers—especially the Chemistry Primer. Health Reader No. 2, completed.

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## HIGH SCHOOL CURRICULUM.

The subjects, number and value of the papers for the different High School examinations, and the general scope of examination questions, are indicated in the prescribed curriculum which follows. Examination questions may demand description by drawing as well as by writing in all grades.

### GRADE IX. or D.

1. **ENGLISH LANGUAGE**—100: (a) 6th Reader, Part I., (or an author prescribed from year to year), with critical study, word analysis, prosody and recitations; (b) Text-book on English Composition, with essays, abstracts and general correspondence.

2. **ENGLISH GRAMMAR**—100: Text-book (excepting "notes," and "appendix") with easy exercises in parsing and analysis.

3. **LATIN**—100: As in *Collar and Daniell*, to end of Chapter LIII., or any equivalent grammar with very easy translation and composition exercises. [To secure uniformity in pronunciation the *Roman* (or Phonetic) pronunciation of Latin is recommended to be used in all grades.]

4. **FRENCH**—100: As in *French Principia*, Part I., or any equivalent with easy translation and composition exercises.

5. **HISTORY AND GEOGRAPHY**—100: (a) Text-book of British History up to the House of Tudor, and review of British American History. (b) Geography of North America and Europe as in Text-book.

6. **SCIENCE**—100: (a=30) Physics as in *Balfour Stewart's Primer*. (b=70) Botany as in *Gray's How Plants Grow*, substituting for the details of "Flora," Part II., common or prescribed native plants. Drawing of parts of plants.

7. DRAWING AND BOOK-KEEPING—100: (a=20) Construction of geometrical figures and solution of easy mensuration and trigonometrical problems by mathematical instruments. (b=30) Freehand drawing as in Nos. 5 and 6, and "Model and Object drawing," No. 2, prescribed Text-books. (c=50) Commercial forms and writing with Single Entry Book-keeping problems.

8. ARITHMETIC—100: As in *Hamblin Smith* to end of section 21, (with a practical knowledge of the metric system, which will be required in all grades.)

9. ALGEBRA—100: As in *Todhunter* to end of fractions.

10. GEOMETRY—100: Euclid I., with very easy exercises.

NOTE.—Latin and French are optional; all others imperative. The minimum aggregate for a "pass" is 400, with no subject below 25.

#### GRADE X. or C.

1. ENGLISH LANGUAGE—100: (a) 6th Reader, Part II. (or an author prescribed from year to year), with critical study, &c., as in previous grade but more advanced: (b) Advanced Text-book of English Composition with practical work. [1893 (a) 6th Reader, Part II., and *Evangeline*.]

2. ENGLISH GRAMMAR—100: (a) Text-book (excepting "appendix"), completed with exercises in parsing and analysis.

3. LATIN—100: As in *Collar and Daniell*, complete, and "*Cæsar's Invasion of Britain*," by Welsh and Duffield, (MacMillan & Co., London).

4. GREEK—100: As in *Frost's Greek Primer* (Allyn & Bacon, Boston) to end of Part III., or *Initia Græca*, Part I.

5. FRENCH—100: As in *French Principia*, Parts I. and II. or any equivalent.

6. GERMAN—100: As in *German Principia*, Part I. or any equivalent.

7. HISTORY AND GEOGRAPHY—100:—(a) Text-Book of British History from House of Tudor to present time. (b) Text-book of Geography, excepting North America and Europe.

8. SCIENCE—100: (a=70) Chemistry as in *Williams*. (b=30) Mineralogy as in *Crosby's Common Rocks*, or Agricultural Chemistry as in *Tanner*.

9. DRAWING AND BOOK-KEEPING—100: (a) Mathematical drawing as in previous grade continued with prescribed Text-books Nos.

7 and 8, and Model and Object drawing No. 3. (b) Book-keeping—Double Entry forms and problems.

10. ARITHMETIC—100: Text-book completed without appendix.

11. ALGEBRA—100: As in *Todhunter* to end of simple equations, including involution and evolution.

12. GEOMETRY—100: Text book with exercises to Prop. 20, Book III.

NOTE—Latin, Greek, French and German optional; all others imperative. The minimum aggregate for a pass, 400, with no subject below 25.

#### GRADE XI OR B.

1. ENGLISH LITERATURE—100: (a) Prose authors prescribed from year to year, with critical study. (b) Poetical authors prescribed as above. [1893, (a) Macaulay's *Warren Hastings*. (b) Shakespeare's *Hamlet*.]

2. ENGLISH GRAMMAR—100: (a) History of English Language and Text-book completed with difficult exercises. (b) History of English Literature; selected portions from *Stopford Brooke's Primer*. (Spenser, Shakespeare, Bacon and Milton, with Chapters VI, VII and VIII.)

3. LATIN—100: Grammar and easy composition partly based on prose author read.

4. LATIN—100: (a) *Cæsar*, one book; (b) *Virgil*, one book, as prescribed from year to year, with grammatical and critical questions. [1893, (a) *De Bell, Gal.*, Book V. (b) *Æneid*, Book III.]

5. GREEK—100: Grammar and easy composition based partly on author read.

6. GREEK—100: *Xenophon*, one book as prescribed from year to year with grammatical and critical questions. [1893, (a) *Anabasis*, Book I.]

7. FRENCH—100: *Brachet's Public School Elementary French Grammar*, or an equivalent, and composition with author prescribed from year to year. (1893, Souvestre's *Un Philosophe sous les toits*.)

8. GERMAN—100: *German Principia* Parts I and II, or an equivalent.

9. HISTORY AND GEOGRAPHY—100: General History and Geography as in *Swinton*.

10. **PHYSIOLOGY**—100: As in prescribed text, *Martin's "The Human Body and the Effects of Narcotics."*

11. **PHYSICS**—100: As in *Gage's Introduction to Physical Science.*

12. **PRACTICAL MATHEMATICS**—100: As in *Eaton.*

13. **ALGEBRA AND ARITHMETIC**—100: As in *Todhunter's Algebra* and *Hamblin Smith's Arithmetic.*

14. **GEOMETRY**—100: Euclid I to IV with exercises; definitions and algebraic demonstrations of Euclid V; and Euclid VI (text).

NOTE.—Latin, Greek, French and German optional; all others imperative. The minimum aggregate for a pass, 400, with no subject below 25. The examination on this syllabus may also be known as the Junior Leaving Examination of the High School.

#### GRADE XII or A.

The examination on this syllabus may be known as the Senior Leaving Examination of the High School. This portion of the course of study may be profitably undertaken in the lines best adapted to the staff of instructors or the demands of students in the larger Higher Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of "A" (classical) and "A" (scientific) respectively.

#### (A.) IMPERATIVE FOR BOTH SIDES.

1. **ENGLISH LANGUAGE**—100: As in *Lounsbury's English Language*, with prescribed authors. (1893, *Scott's Ivanhoe.*)

2. **ENGLISH LITERATURE**—100: *Stopford Brooke's Primer*, with prescribed authors. (1893, *Tennyson's Princess.*)

3. **BRITISH HISTORY**—100: As in *Green's Short History of the English People*, with the Canadian Constitution.

4. **PSYCHOLOGY**—100: As in *James' Text Book of Psychology*, (MacMillan & Co., London), or *Maher's (Stoneyhurst Series.)*

5. **SANITARY SCIENCE**—100: As in the *Ontario Manual of Hygiene.*

#### (B.) IMPERATIVE FOR CLASSICAL SIDE, (Subjects for 1893.)

1. **LATIN GRAMMAR AND COMPOSITION**—100: Grammar as in *Allen and Greenough*, and Composition as in *Bradley's Arnold* or equivalents.

2. **CÆSAR**—100: *De Bell Gal.*, Books V and VI.

3. CICERO AND TACITUS—100: (a) Cicero.—*Pro Lege Manilia*.  
(b) Tacitus—*Historia*, Book I to end of Chapter 45.

4. VIRGIL—100: *Aeneid*, Book III.
5. HORACE—100: *Odes*, Book IV.
6. ROMAN HIST. AND GEOG.—100: As in *Liddell's*.
7. GREEK GRAMMAR AND COMPOSITION—100: Grammar as in *Goodwin*, and Composition as in *Fletcher & Nicholson*, or equivalents.
8. XENOPHON—100: *Anabasis*, Books II and III.
9. DEMOSTHENES—100: *De Corona*, to end of 220th paragraph.
10. EURIPIDES—100: *Alceste*.
11. GRECIAN HIST. AND GEOG.—100: As in *Smith's*.

(C.) IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS—100: As in Wormell's *Natural Philosophy*.
2. CHEMISTRY—100: As in Wilson's *Inorganic Chemistry*.
3. BOTANY—100: As in *The Essentials of Botany* by Bessey (Henry Holt & Co., New York), with a practical knowledge of representative species of Nova Scotian flora.
4. ZOOLOGY—100: As in *Dawson's Hand-Book*, with dissection of Nova Scotian species, as in *Colton's Practical Zoology*.
5. GEOLOGY—100: As in Sir William Dawson's *Hand-Book of Canadian Geology* (excepting the details relating to other Provinces from page 167 to 235.)
6. ASTRONOMY—100: As in *Young's Elements of Astronomy*.
7. NAVIGATION—100: As in *Norie's Epitome*.
8. TRIGONOMETRY—100: *Lock's Elementary Trigonometry*.
9. ALGEBRA—100: As in Hall & Knight's *Higher Algebra*. (MacMillan & Co., London), to end of Chap. XXVI, or any equivalent.
10. GEOMETRY—100: Including *Euclid VI, XI and XII*, as in *Hamblin Smith* with exercises.

(D.) OPTIONAL FOR BOTH SIDES.

1. FRENCH GRAMMAR AND COMPOSITION—100.
2. FRENCH AUTHORS—100: (1893, Voltaire, *Charles XII*, Books I, II and III, and Racine's *Athalie*.)

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### 3. GERMAN GRAMMAR AND COMPOSITION—100.

4. GERMAN AUTHORS—100: (1893, Hauff's *Das Kalte Herz*, Heath & Co., Boston.)

To pass Grade A (scientific) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (C) and any other *five* papers.

To pass Grade A (classical) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (B) and any other *four* papers.

The old Grade A may be quoted as Grade A (classical.)

Those who obtain an A (scientific) or A (classical) certificate will be allowed to pass an examination on all other papers of the full syllabus than those taken previously by them, and if successful will be granted the diploma "A (classical and scientific)." For the same diploma, former Grade A teachers must also take "Psychology" and "Sanitary Science;" but their Grade A "Physics" or "Chemistry" or "Geometry" or "French" shall for this purpose be deemed the equivalents, respectively, of the papers (C) 1 or 2 or 10, or (D) 1.

Candidates for this grade of certificate who make the minimum passing aggregate but fail to pass on account of deficiency in one or more subjects, will be allowed a supplementary examination at a future terminal examination on all the subjects on which they made less than 50 per cent; and if 50 per cent. of the maximum is made on each of such subjects the candidates shall be awarded an "A" certificate.

[Changes in Authors, etc., from year to year, announced in the JOURNAL OF EDUCATION, published semi-annually.]

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### COMMON SCHOOL LEAVING, OR COUNTY ACADEMY ENTRANCE EXAMINATION.

At the end of each school year, during the first week in July, a public written examination lasting two days, is held at each county academy (which is the high school in each county receiving a special Provincial grant of money for the free education of all in the county who are qualified to enter). The examination questions are sent out from the Education Department, and cover specially the work of the highest grade of the common schools. The examinations are held simultaneously in each county throughout the Province under strict and uniform conditions. The candidates' papers are examined by the principal of each academy and his staff, according to a prescribed plan. The successful candidates are entitled to Provincial certificates signed by the principals of the academies, which certificates will admit them without the payment of any fee into their respective county academies.



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### PROVINCIAL HIGH SCHOOL EXAMINATIONS.

During the same week all students of high school grade, whether studying in the academies or other high schools, are allowed to present themselves without fee for examination at one of the thirty Provincial stations, on any one of the four high school grades. The examination papers are sent out from the Education Department, and the candidates' papers are examined by one and the same Board of Examiners.

Provincial certificates of the *first, second, third and last* year of the high school, known also as Grades D, C, B, and A, respectively, are awarded on the report of the examiners. These certificates indicate definite grades of scholarship and are accepted as such for the non-professional qualifications of the various classes of teachers, for matriculation into the universities and technical colleges. The high school system is virtually a Provincial university of high school grade, and every academy and high school an affiliated college, the diplomas being granted on the report of the Provincial Board of Examiners. All teachers for the public schools must obtain a high school certificate of one of these grades before applying for a license to teach.

### TEACHERS.

There are four classes of teachers whose qualifications are the high school certificates of Grade A, B, C and D respectively, with the corresponding Normal School training.

1. *Class A*, (which may be either "A, Classical" or "A, Scientific," according to the high school certificate). Teachers of this class contribute to the qualifications of county academies for obtaining the Provincial or academic grants when employed in them. When employed in other high school, they are entitled to a Provincial grant approximating \$220, \$180 or \$120 per annum, in addition to salary from their school trustees according to the class of school.

2. *Class B*, whose Provincial grant as above approximates \$120 per annum.

3. *Class C*, whose Provincial Grant approximates \$90, and

4. *Class D*, whose Provincial grant approximates \$60 per annum.

Teachers who have not the prescribed Normal School classification, but who have passed the Provincial examinations on School Law and Management, Teaching, Hygiene and Temperance, can obtain a class of license one grade lower than the corresponding Normal School classification would give. This examination is called the "Minimum Professional Qualification Examination," and with a grade D, will qualify only for a class D, (Provisional), good for one year. Teachers are also subject to strict conditions of character and age.

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### PROVINCIAL GRANTS TO TEACHERS.

These grants were originally fixed at the figures given above, until their total rose gradually to \$167,500 annually. Then by Act of Legislature this sum was fixed as an annual total, and the grants to the various classes of teachers were directed to be paid out of it in the same *ratio* as before. The advance in the number and rank of teachers tends, therefore, to a reduction of the original amount to each class.

### COUNTY ACADEMY GRANTS.

Classified by the amounts of the annual grants from the Provincial Treasury, there are four grades of county academies.

\$500. *One* "Class A" teacher, a minimum average of *fifteen* regularly qualified high school pupils, with appropriate buildings, apparatus and salary.

\$1000. *Two* Class A teachers, a minimum average of *forty*, and the other requirements in the same proportion as above.

\$1500. *Three* Class A teachers, and a minimum average of *eighty*, &c.

\$1720. *Four* or more Class A teachers, and a minimum average of *one hundred and twenty*, &c.

### THE SCHOOL SECTION

is the smallest territorial division of the Province, averaging about four miles in diameter, with the school house near the centre. There are 1905 at present. Their boundaries are determined by the Board of School Commissioners, the formation of new sections requiring the ratification of the Council of Public Instruction.

### THE BOARD OF SCHOOL COMMISSIONERS

is appointed by the Provincial Government, to adjudicate on matters specially connected with school sections, over a district on an average perhaps equal to half a county.

### THE BOARD OF THREE TRUSTEES

is the executive body of the school section. Each year one of the trustees retires at the annual meeting of the ratepayers of the section and a new trustee is elected. The Board of Trustees, through its Secretary, collects and disburses the money voted at the annual meeting to be assessed on the section, engages the teacher, takes charge of the school property, etc. In towns which are incorporated, a committee of three from the Town Council, with three commissioners appointed by the Provincial Government, have the power of this Board. In the city of Halifax, twice as many, respectively.

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### THE ANNUAL MEETING

of the school section is held on the last Monday of June. It is then the Board of Trustees reports its transactions for the year to the ratepayers, and brings down an estimate of the amount of money required to be raised by assessment for the ensuing year. It is then the new trustee is elected, and the money to be assessed on the section is voted.

### THE SCHOOL FUNDS

are not dependent on the sectional assessment alone. In the county assessment, an amount equal to thirty cents per head of the population is levied to form a fund called the county school fund. At the end of the year, when the section returns are approved, on the order of the Superintendent, twenty-five dollars are paid out of this fund to the Board of Trustees of each section for each teacher engaged, and the balance of the fund is divided between the sections in proportion to the total days' attendance made in each school. The trustees, then, obtain money from the sectional assessment and the county fund. The teacher in addition to the salary paid from the funds of the trustees receives a grant, already referred to, from the Provincial Treasury in proportion to the class of license held. Assessment last year on sections for support of schools, over \$313,000; for building and repairs, about \$97,000. Total assessment on sections, \$410,000. Received from county fund, over \$120,000. Total raised by assessment, over \$530,000.

### THE SCHOOL YEAR

begins on the 1st of August, and consists of a maximum of forty-four teaching weeks, commencing towards the end of August, six weeks after the closing of the schools at the end of the first week in July previous. There are two weeks of vacation at Christmas, and certain other days throughout the year are holidays.

### THE ATTENDANCE

at school is stimulated by the provision making the major portion of the county fund payable in proportion to the attendance. There is also a local option law, by which a school section at its annual meeting may make attendance compulsory within certain limits. The City of Halifax, which has several minor modifications of the general law, has a specially elaborate and effective law for securing at least a common school education for every child within its jurisdiction.

### THE INSPECTION

of the school is performed by a staff of ten inspectors, most of whom include two counties within their inspectorates, approximating two hundred schools and teachers. They inspect the schools, direct teachers and trustees when necessary, and send monthly reports, &c., to the Superintendent of Education. They receive and tabulate teachers' returns for the Education Office, and pay the Provincial

grants within their districts according to pay lists transmitted to them. They are also *ex officio* secretaries of the Boards of Commissioners within their districts.

### THE COUNCIL OF PUBLIC INSTRUCTION

is the head of the Educational System, and consists of the Executive of the Provincial Government with the Superintendent of Education (appointed by the Governor-in-Council,) as Secretary. The Council has very extensive powers, and its regulations, although under the statutes, are equally as voluminous and important.

It has power to regulate the Normal School, inspection, classification and licensing of teachers, meetings of commissioners, time of teaching, books and apparatus, registers, county academies, Provincial examinations of high schools, to determine cases of appeal, etc.

### THE SUPERINTENDENT OF EDUCATION

in addition to the executive duties implied in the secretaryship of the Council of Public Instruction, has general supervision and direction of the inspectors, the Normal School, county academies, and of public education in general.

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### SPECIAL INSTITUTIONS

*(Forming part of the Public Free School System.)*

THE PROVINCIAL NORMAL SCHOOL at Truro, for the purpose of training teachers for the public schools. No tuition fees. Instruction brought to the door of every candidate teacher by the regulation ordering the payment of travelling expenses to and from the Institution. Staff of six regular instructors, with model school of two departments and a kindergarten with their respective teachers.

THE PROVINCIAL SCHOOL OF AGRICULTURE at Truro, with model farm, partly affiliated to Normal School for special subjects. Teachers with "agricultural" diplomas receive a special Provincial grant.

THE INSTITUTION FOR THE DEAF AND DUMB at Halifax, where extensive provision is made for the free education of the Deaf and Dumb.

THE SCHOOL FOR THE BLIND at Halifax where the fullest provision is made for the free education of the Blind.

4. MINING SCHOOLS at the principal coal mining centres, for the preparation of overmen, &c., for the mines.

GOVERNMENT NIGHT SCHOOLS, for the benefit of those at industrial centres needing elementary education who cannot avail themselves of the free day schools.

## SPECIAL INSTITUTIONS

*(Aided by Provincial Grants of Money to some extent.)*

THE VICTORIA SCHOOL OF ART AND DESIGN, at Halifax.

THE HALIFAX MEDICAL COLLEGE, at Halifax.

THE SUMMER SCHOOL OF SCIENCE for the Atlantic Provinces of Canada. A peripatetic institution, designed and utilized for advancing the scientific and literary culture of teachers during the holiday season.

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## UNIVERSITIES AND DEGREE-CONFERRING COLLEGES

*(Not receiving any public Provincial funds.)*

The University of Dalhousie College at Halifax.

The University of Kings' College at Windsor.

The University of Acadia College at Wolfville.

St. Francis Xavier College at Antigonish.

The Presbyterian College at Pine Hill, Halifax.

St. Anne's College at Church Point, Digby.

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In addition to these there are several ladies' colleges, convents, seminaries, and commercial colleges, &c., which are independent of Government grants and control. These, I have had occasion to know, are doing valuable educational work; and are not only useful in supplying a demand, but in sometimes throwing light on problems in our public free school system.

I have the honor to be,

Your Honor's obedient servant,

A. H. MACKAY,

*Superintendent of Education.*

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**PART II.**

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**STATISTICAL TABLES.**

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**PUBLIC SCHOOLS, COUNTY ACADEMIES, AND SPECIAL  
INSTITUTIONS.**

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TABLE I.—PRELIMINARY.

PRELIMINARY.

3

County.	WINTER TERM ENDED APRIL 30, 1892.						SUMMER TERM ENDED OCTOBER 31, 1892.						YEAR ENDED OCT. 31, 1892.		
	No. of Sections.	No. of Sections having no Sch'l this Term.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Sections having no Sch'l this Term.	No. of Teachers and Licensed Assistants.	No. of Teachers holding Normal Sch'l Diplomas.	No. of Registered Pupils.	No. of Pupils registered, not on Vicious Term.	No. of Sections having no Sch'l during year.	Total No. of different pupils during year.	Proportion of population (Census of 1891) at Sch'l during year.		
Annapolis.....	105	15	107	108	3710	6	116	116	3796	891	5	4601	1 in 4.2		
Anugonish.....	81	10	90	98	3085	1	96	97	3179	705	1	3740	1 " 4.3		
Cape Breton.....	132	27	149	149	5875	16	160	160	6181	1352	13	7207	1 " 4.7		
Colchester.....	122	18	133	138	4961	5	146	151	60	5490	30	6426	1 " 4.2		
Cumberland.....	127	31	168	166	6720	17	180	183	69	7487	6	8388	1 " 4.1		
Digby.....	80	15	91	92	3694	5	101	103	18	4128	2	4834	1 " 4.1		
Guyaboro.....	88	15	80	81	3154	5	92	92	6	3288	3	4047	1 " 4.2		
Halifax City.....	1	...	123	123	6445	...	127	127	82	6894	...	7550	1 " 5.8		
" County.....	131	23	130	134	5346	11	144	152	34	5896	6	6692	1 " 4.9		
Hants.....	104	11	114	116	4265	5	121	124	34	4570	3	5371	1 " 4.1		
Inverness.....	175	9	166	176	5212	9	169	188	7	5881	6	6496	1 " 4.1		
Kings.....	104	9	114	120	4291	7	117	123	21	4169	2	5845	1 " 4.2		
Lunenburg.....	145	13	101	162	6364	19	156	166	21	5887	1108	7472	1 " 4.1		
Pictou.....	129	10	162	164	6152	4	170	178	25	6555	1348	7508	1 " 4.6		
Queens.....	43	6	54	54	1937	7	58	58	8	1831	256	2193	1 " 4.6		
Richmond.....	70	16	63	63	2361	5	74	74	4	2737	725	3086	1 " 4.6		
Shelburne.....	67	7	77	78	3020	3	78	78	2	3008	680	3680	1 " 4.6		
Victoria.....	74	22	72	73	2317	14	80	82	5	2142	540	2867	1 " 4.3		
Yarmouth.....	74	10	106	106	4206	9	102	103	21	4180	805	5101	1 " 4.3		
Total, 1892.....	1905	267	2158	2196	89965	151	2281	2340	419	87189	19621	102596	1 " 4.3		
" 1891.....	1908	293	2120	2158	81304	175	2286	2300	424	85792	87	101724	1 " 4.8		
Increase.....	...	38	38	38	1661	24	45	40	...	1397	...	862	...		
Decrease.....	3	26	...	...	...	...	...	...	5	799	14	...	...		

TABLE II.—PUBLIC SCHOOLS: TEACHERS EMPLOYED.

COUNTY.	WINTER TERM.										SUMMER TERM.										No. of LICENSED ASSISTANTS.			
	Male Teachers.					Female Teachers.					Male Teachers.					Female Teachers.					Winter.		Summer.	
	Academic.					Academic.					Academic.					Academic.					M		F	
	A	B	C	D	Total.	A	B	C	D	Total.	A	B	C	D	Total.	A	B	C	D	Total.	M	F	M	F
Annapolis.....	2	14	13	3	32	75	107	9	2	114	2	11	9	2	34	10	51	31	92	24	1	8	1	1
Antigonish.....	2	5	20	8	35	35	90	27	10	42	1	4	27	10	42	3	23	28	42	42	3	8	1	1
Cape Breton.....	4	20	20	22	66	83	149	19	24	66	2	19	24	24	66	9	42	38	71	89	1	3	1	1
Colchester.....	2	4	10	3	19	119	138	6	4	6	2	6	6	4	16	17	67	59	18	133	1	1	1	1
Cumberland.....	2	6	11	2	21	145	166	9	3	8	2	8	9	3	20	10	87	64	22	161	1	1	1	1
Digby.....	2	11	4	6	23	68	91	4	8	12	1	9	4	8	23	7	29	43	22	79	1	1	1	2
Guysboro'.....	3	4	5	2	14	69	81	2	4	3	1	2	4	3	10	4	30	48	10	82	1	1	1	1
Halifax Co.....	5	2	6	2	15	122	133	1	3	5	1	5	7	3	19	9	74	52	16	135	1	1	1	1
Halifax City.....	1	10	...	...	108	123	133	11	4	11	4	11	...	...	24	1	35	72	15	112	1	1	1	1
Hants.....	1	1	8	4	14	98	116	14	2	18	2	8	5	4	24	17	64	24	19	105	1	1	1	1
Inverness.....	1	16	35	44	97	70	157	20	23	55	2	15	55	46	97	23	56	99	70	178	5	4	4	6
Kings.....	2	15	11	8	36	88	117	8	10	26	2	10	4	2	36	11	57	36	18	104	3	3	1	1
Lunenburg.....	8	6	5	4	16	145	161	6	1	3	1	15	3	3	78	3	63	78	11	144	1	1	1	1
Pictou.....	1	12	18	4	35	122	164	12	9	33	9	15	15	3	40	1	84	40	42	136	1	1	1	1
Queens.....	8	2	6	...	16	44	54	2	2	2	2	2	2	2	15	4	28	15	6	47	1	1	1	1
Richmond.....	2	7	10	11	29	81	63	18	16	29	1	10	17	11	39	17	18	39	35	74	1	1	1	1
Shelburne.....	1	3	11	4	20	57	77	3	7	11	2	7	7	1	26	4	34	26	14	64	1	1	1	1
Victoria.....	2	6	7	28	43	31	73	10	21	42	1	6	13	25	82	1	8	29	45	37	1	1	1	1
Yarmouth.....	1	10	10	1	23	83	108	10	3	23	2	10	3	2	102	1	43	28	17	85	1	1	1	1
Total 1892.....	45	161	210	151	567	1609	2176	147	812	648	43	160	194	153	806	8	167	707	550	1773	8	12	5	12
" 1891.....	44	170	203	155	572	1568	2140	154	816	598	44	161	199	157	870	9	144	708	561	1719	7	11	7	13
Increase.....	1	9	7	4	15	41	36	7	4	50	1	1	5	4	26	1	23	4	89	12	1	1	2	1
Decrease.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

**TABLE III.—PUBLIC SCHOOLS : PERIOD OF SERVICE &c., OF TEACHERS.**

PERIOD OF SERVICE.

5

COUNTY.	No. of Teachers engaged in the same section as during the previous Term.		No. of New Teachers.		No. of Teachers not more than 3 years in the Service.		PERIOD OF SERVICE OF TEACHERS.—SUMMER TERM.											
							Male Teachers, Grades A and B.						Female Teachers, Grades A, B and C.					
	Winter.	Summer.	Winter.	Summer.	Winter.	Summer.	No. employed.	No. upwards of a year, but not more than 2 years in the service.	No. upwards of 2, but not more than 3 years in the service.	No. upwards of 3, but not more than 4 years in the service.	No. upwards of 4, but not more than 5 years in the service.	No. upwards of 5, but not more than 6 years in the service.	No. upwards of 6, but not more than 7 years in the service.	No. upwards of 7, but not more than 8 years in the service.	No. upwards of 8, but not more than 9 years in the service.	No. upwards of 9, but not more than 10 years in the service.	No. upwards of 10, but not more than 11 years in the service.	No. upwards of 11, but not more than 12 years in the service.
Annapolis.....	57	66	37	47	13	3	50	46	1	1	2	2	2	2	2	2	2	2
Antigonish.....	31	66	41	23	18	2	48	52	1	1	1	1	1	1	1	1	1	1
Cape Breton.....	102	123	39	34	8	3	49	50	1	1	1	1	1	1	1	1	1	1
Colchester.....	68	91	56	54	14	6	58	53	1	1	1	1	1	1	1	1	1	1
Cumberland.....	79	95	64	79	23	9	88	66	1	1	1	1	1	1	1	1	1	1
Digby.....	49	60	35	31	7	10	34	43	1	1	1	1	1	1	1	1	1	1
Guyaboro.....	36	43	36	37	9	12	34	32	1	1	1	1	1	1	1	1	1	1
Halifax Co.....	73	86	46	58	14	5	51	41	1	1	1	1	1	1	1	1	1	1
" City.....	118	123	....	....	5	4	15	6	1	1	1	1	1	1	1	1	1	1
Hants.....	50	63	34	46	32	15	51	50	1	1	1	1	1	1	1	1	1	1
Inverness.....	46	57	101	98	20	28	63	87	1	1	1	1	1	1	1	1	1	1
Kings.....	36	69	52	40	29	13	55	59	1	1	1	1	1	1	1	1	1	1
Lunenburg.....	97	104	40	45	24	6	65	71	1	1	1	1	1	1	1	1	1	1
Lotusburg.....	81	115	57	55	26	8	91	88	1	1	1	1	1	1	1	1	1	1
Pictou.....	23	28	21	25	10	....	238	80	1	1	1	1	1	1	1	1	1	1
Queens.....	40	45	19	27	4	2	6	28	1	1	1	1	1	1	1	1	1	1
Richmond.....	37	51	30	26	10	1	39	40	1	1	1	1	1	1	1	1	1	1
Shelburne.....	81	84	33	41	9	7	29	42	1	1	1	1	1	1	1	1	1	1
Victoria.....	68	73	34	25	14	4	47	35	1	1	1	1	1	1	1	1	1	1
Yarmouth.....	1112	1394	775	796	289	133	924	932	6	12	28	16	37	17	92	134	140	140
Total 1892 ..	1094	1326	775	771	271	208	942	949	3	8	26	29	27	22	90	126	135	135
" 1891 ..	18	67	....	45	18	70	....	....	3	4	....	10	....	....	2	8	5	5
Increase ..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Decrease ..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

TABLE IV.—PUBLIC SCHOOLS: ATTENDANCE—WINTER TERM.

COUNTY.	No. of Pupils registered at School this Term.	Proportion of population at School this Term.	No. Children 6-15 years of age in Sections having Schools not at School this Term.	AGE AND SEX OF PUPILS.				DAILY ATTENDANCE.					No. daily present on average for full Term per 100 registered.
				No. of pupils under 5 years of age.	No. of Pupils from 5 to 15 years of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	Grand Total Daily attendance made by all the Pupils.	No. daily present at School on an average for time in Session.	No. daily present at School on an average for full Term.	No. daily present on average for 100 registered.	
Annapolis.....	3710	1 in 5.2	599	10	3259	441	2037	1673	247057	2243.5	2143.8	60.5	57.8
Antigonish.....	3035	1 " 5.3	233	10	2872	353	1705	1330	191046	1693.5	7590.7	55.8	52.4
Cape Breton.....	5875	1 " 5.8	269	13	5489	423	3260	2615	398299	3522.6	3396.	59.9	57.8
Colchester.....	4961	1 " 5.4	511	7	4545	409	2648	2318	346220	3117.2	2989.	62.8	60.2
Cumberland.....	6720	1 " 5.1	868	17	6177	526	3496	3224	416381	3731.4	3559.	55.8	52.9
Digby.....	3694	1 " 5.3	780	9	3348	337	1997	1697	243798	1251.1	2170.3	60.9	58.7
Guyaboro.....	3154	1 " 5.4	382	5	2875	274	1816	1338	197946	1823.8	1754.4	57.8	54.9
Halifax City.....	6445	1 " 6.	600	13	6079	353	3169	3276	523794	4556.8	4556.8	70	70.
" Co. ....	5248	1 " 6.2	824	18	5014	204	2789	2157	344403	3188.	2880.	59.8	54.3
Hants.....	4265	1 " 5.1	948	13	3862	390	2246	2019	372428	2408.5	2282.9	56.5	55.5
Inverness.....	5212	1 " 4.9	749	10	4702	500	3057	2155	814295	2659.	2362.	50.	45.
Kings.....	4291	1 " 5.2	849	4	3737	550	2368	1923	276524	2610.8	2435.	60.6	56.7
Lunenburg.....	6364	1 " 4.8	915	41	5906	417	3386	3008	413808	3722.	3535.	58.4	55.5
Pictou.....	1152	1 " 5.6	895	8	5355	559	3292	2860	424104	3759.2	3630.2	61.1	59.
Queens.....	1937	1 " 5.4	250	1	1732	204	1019	918	126845	1147.	1082.	59.2	56.
Richmond.....	2361	1 " 6.1	370	4	2210	147	1846	1015	154078	1412.	1387.8	59.8	58.7
Shelburne.....	3020	1 " 4.9	564	6	2766	248	1853	1868	196356	1795.4	1718.7	59.4	56.9
Victoria.....	2317	1 " 5.3	257	17	2129	171	1177	1140	125160	1204.	1121.	51.	49.
Yarmouth.....	4206	1 " 5.2	1027	7	3785	414	2197	2009	292719	2706.8	2568.	64.3	61.
Total, 1892.....	82965	1 " 5.4	12633	223	75932	6920	44627	38338	5494636	49493.6	47182.6	59.6	56.8
" 1891.....	81304	1 " 5.4	13855	227	74171	6906	43528	37776	5271486	47874.7	46215.7	58.8	56.8
Increase.....	1661	.....	1788	.....	1861	14	1099	562	223400	1018.9	916.9	.....	.....
Decrease.....	.....	.....	1232	4	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE V.—PUBLIC SCHOOLS: ATTENDANCE—SUMMER TERM.

COUNTY.	No. of Pupils registered at School this Term.	Proportion of population at School this Term.	No. children 5-15 years of age in Sections having Schools not at School this Term.	AGE AND SEX OF PUPILS.					DAILY ATTENDANCE.				
				No. of pupils under 5 years of age.	No. of Pupils from 5 to 15 years of age.	No. of Pupils over 15 years of age.	No. of Boys.	No. of Girls.	Grand Total Daily attendance made by all the Pupils.	No. daily present at School on an average for time in Session.	No. daily present on average for full Term.	No. daily present on average for 100 registered.	No. daily present on average for full Term per 100 registered.
Annapolis.....	3766	1 in. 5.1	548	19	3548	219	1898	1958	242028	2321.6	2242.8	61.3	59.2
Antigonish.....	3179	1 " 5.	288	20	2906	264	1677	1502	174404	1668.8	1637.1	52.5	51.5
Cape Breton.....	6181	1 " 5.5	1082	35	5784	362	3335	2846	369099	3619.2	3390.	58.5	54.8
Colchester.....	5490	1 " 4.9	402	30	5229	231	2702	2788	362366	3370.6	3279.	61.1	59.5
Cumberland.....	7487	1 " 4.6	583	27	7143	317	3569	3918	431198	4227.4	3962.4	56.4	52.
Digby.....	4128	1 " 4.8	562	25	3926	177	1977	2151	247153	2353.9	2738.7	69.1	66.8
Guyaboro.....	3288	1 " 5.2	526	29	3134	125	1668	1620	188587	1650.7	1559.7	50.5	47.4
Halifax Co. ....	6896	1 " 5.5	783	81	5807	208	2909	2987	377626	3653.	3485.	62.	59.
" City.....	6894	1 " 5.6	600	16	657	319	3389	3505	434253	4883.	4883.	70.	70.
Hants.....	4870	1 " 4.8	571	30	4309	231	2221	2349	276506	2742.9	2647.5	60.	57.9
Inverness.....	5881	1 " 4.4	739	48	5866	267	3252	2629	284563	2773.	2517.	47.	43.
Kings.....	4169	1 " 5.3	647	21	3936	186	1968	2201	240485	2490.4	2321.3	59.7	55.6
Lunenburg.....	5837	1 " 5.3	1012	75	5576	186	2827	3010	362747	3493.	3398.	59.8	57.
Pictou.....	6565	1 " 5.2	569	17	6187	401	3825	3280	411617	4018.9	3687.1	61.3	56.2
Queens.....	1831	1 " 5.7	250	8	1707	116	884	937	121263	1146.	1112.	63.5	60.7
Richmond.....	2737	1 " 5.2	320	20	2636	81	1465	1272	163081	1672.7	1516.5	57.4	55.4
Shelburne.....	3008	1 " 4.9	479	11	2876	121	1479	1529	203181	1985.	1910.	66.	63.
Victoria.....	2142	1 " 5.9	288	9	1946	187	1168	974	89072	1238.	1124.	58.	52.
Yarmouth.....	4130	1 " 5.3	846	12	3907	211	1977	2153	268974	2741.7	2581.4	66.3	62.5
Total, 1892.....	87189	1 " 5.1	11065	535	82429	4225	43620	43559	5940241	52456.8	499225	60.	57.2
" 1891.....	85792	1 " 5.1	11276	620	81306	3866	42655	43187	5104241	49819.6	483991.1	59.2	56.4
Increase.....	1397				1123	359	975	422	136000	1637.2	1531.4	8	8
Decrease.....			211	85									

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM.

Common School Course. Number of Pupils receiving Instruction in the various Branches.

County.	Health.	Moral and Pa- triotic Duties.	Temperance.	LESSONS ON NATURE.								Singing.		Reading.							
				Grade.								By Theory.	By Note.	Grade.							
				I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Annapolis .....	2704	2750	2825	238	401	381	426	404	342	840	339	167	796	318	362	424	438	440	415	442	428
Antigonish .....	1251	1290	1079	266	325	324	294	276	214	184	154	455	442	861	426	452	459	395	339	277	142
Cape Breton .....	2596	2513	2302	508	519	423	556	357	308	442	275	840	1346	933	925	803	869	611	500	614	360
Colchester .....	3416	3386	3210	429	462	500	515	453	473	547	448	1453	2063	607	568	641	639	586	512	746	467
Cumberland .....	5212	4503	4555	870	1215	680	735	514	430	568	211	1903	2496	1048	922	790	1029	718	623	838	334
Digby .....	2654	2666	2311	446	404	375	384	421	320	256	161	247	966	618	498	514	480	484	390	353	240
Guyaboro' .....	1146	1004	782	242	174	200	227	261	133	111	71	39	294	523	394	435	421	463	367	315	103
Halifax Co. ....	3245	3447	3324	674	526	364	397	298	210	174	110	1420	3298	824	796	684	669	696	668	586	168
" City .....	5665	5667	5295	1533	948	772	836	625	568	478	271	5131	3145	1463	948	772	859	655	534	511	294
Hants .....	1940	2291	1926	253	287	323	342	303	262	360	254	420	1842	446	479	493	541	528	443	439	155
Inverness .....	1854	1825	1734	344	869	287	806	276	188	48	58	62	395	791	739	789	638	771	452	328	153
Kings .....	1779	1840	1681	210	249	290	366	366	357	324	825	115	1771	841	409	513	477	448	504	597	643
Lanenburg .....	2354	1974	1399	387	404	479	508	453	530	344	186	453	3487	798	893	881	950	836	852	605	226
Pictou .....	4023	3896	3304	348	428	411	554	546	422	721	412	341	2626	676	745	551	745	746	618	1013	605
Queens .....	683	682	681	169	92	131	151	151	117	168	88	269	356	207	242	200	257	283	218	270	154
Richmond .....	968	1296	810	258	218	196	180	137	103	39	86	65	293	522	420	379	319	286	188	108	78
Shelburne .....	2188	1766	1973	283	354	296	403	339	270	306	189	245	733	338	406	340	440	380	316	368	290
Victoria .....	1152	1041	1051	259	209	171	173	113	133	62	51	69	303	459	306	320	269	289	274	150	34
Yarmouth .....	3200	2847	2713	704	519	508	491	828	375	334	241	139	2141	791	587	577	561	384	413	397	296
Total, 1892. ....	47965	46244	42705	8390	8053	7040	7779	6541	5757	5786	3896	13832	23168	12069	11064	10568	11120	10004	8616	9129	5484
" 1891. ....	45863	43737	40078	7493	7538	6875	7652	6686	5647	5706	3820	14446	23949	11434	10814	11052	11117	10141	8546	8818	5551
Increase .....	2112	3507	2627	897	515	185	127	855	110	10	376	614	5214	335	450	484	3	187	70	311	67
Decrease .....																					

**TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—(Continued.)**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	SPELLING.								LANGUAGE.				GRAMMAR.		COMPOSITION.	
	GRADE.								GRADE.				GRADE.		GRADE.	
	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	VIII.
Annapolis.....	362	424	468	440	415	443	426	245	306	366	480	438	413	405	249	337
Antigonish.....	418	452	444	415	350	277	53	232	318	402	385	835	280	408	207	205
Cape Breton.....	925	808	869	611	500	614	360	609	652	708	865	635	504	626	441	827
Colchester.....	582	687	632	562	516	764	456	363	483	608	573	646	530	795	540	423
Cumberland.....	976	907	1032	708	664	800	340	781	803	840	938	711	554	819	379	311
Digby.....	489	514	480	484	390	353	240	571	467	496	462	474	390	324	217	192
Guyaboro.....	511	453	477	460	439	353	132	245	268	322	416	405	283	467	201	100
Halifax Co.....	796	684	669	696	668	586	168	794	796	682	665	673	622	564	424	126
“ City.....	948	772	859	655	534	511	294	1492	934	818	808	645	527	520	520	294
Hants.....	682	495	535	520	554	620	490	334	433	510	507	550	478	884	526	366
Inverness.....	776	787	855	566	454	325	174	462	504	421	400	271	122	812	379	393
Kings.....	643	427	460	507	557	599	565	216	350	361	440	448	441	916	453	491
Lunenburg.....	872	886	947	817	873	611	283	486	997	619	976	660	749	589	176	149
Pictou.....	957	544	749	747	595	1023	605	313	670	521	699	698	561	978	586	483
Queens.....	290	200	257	289	218	269	147	112	194	126	243	266	108	379	277	90
Richmond.....	430	379	819	286	188	108	78	297	212	332	319	282	193	105	62	57
Shelburne.....	405	340	440	390	316	868	280	256	353	326	425	389	338	337	222	187
Victoria.....	341	301	294	289	274	150	39	309	295	369	279	122	42	272	306	189
Yarmouth.....	587	577	561	384	413	397	293	630	486	550	511	406	370	447	397	269
Total 1892.....	11880	10632	11367	9816	8918	9171	5456	8747	9920	9370	10386	8644	7580	10724	6428	4989
“ 1891.....	11037	9900	10930	110081	8491	8586	5776	8735	8948	9142	10176	9124	6904	10587	6713	4924
Increase.....	943	732	437	265	427	585	320	12	572	228	210	180	586	187	309	75
Decrease.....																



**TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—(Continued.)**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	GEOGRAPHY.						HISTORY.						ARITHMETIC.						ALGEBRA.	GEOGRAPHY.
	Grade.						Grade.						Grade.						Grade.	Grade.
	III.	IV.	V.	VI.	VII.	VIII.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	VIII.
Annapolis	222	376	433	412	441	417	314	861	427	404	296	362	434	489	440	415	443	428	282	218
Antigonish	254	390	391	371	254	160	302	308	307	197	286	283	454	470	388	313	287	177	243	103
Cape Breton	576	765	572	486	626	370	432	429	597	390	750	829	808	893	635	502	629	370	340	160
Colchester	431	487	577	502	780	498	443	429	740	507	494	537	646	613	589	501	804	472	406	265
Cumberland	440	649	637	659	781	408	492	584	773	396	1069	789	916	933	706	622	797	387	388	186
Digby	410	471	475	390	349	219	334	369	341	210	002	498	514	450	484	390	354	240	153	114
Guysboro	219	343	428	348	289	128	257	237	317	178	841	318	431	540	472	344	286	146	160	82
Halifax Co.	690	627	642	426	557	161	678	601	537	129	792	784	664	642	653	587	496	165	299	138
" City	771	789	643	525	520	294	679	563	481	294	1532	950	829	816	655	563	482	294	343	231
Hants	331	461	543	443	544	457	321	405	570	477	411	493	494	515	545	456	562	477	347	221
Inverness	706	637	557	344	204	110	699	516	299	102	714	785	873	646	512	342	188	104	749	152
Kings	237	366	394	548	599	676	166	486	509	667	310	402	400	469	541	517	576	430	414	312
Lenenburg	677	811	667	789	625	208	514	568	598	211	779	862	931	929	836	877	656	246	215	68
Lenenburg	421	617	726	613	596	599	542	517	395	598	594	631	535	745	748	613	1013	603	476	340
Pictou	198	153	256	197	269	120	170	174	262	135	259	180	227	238	286	206	311	127	111	60
Queens	269	278	260	191	97	75	191	163	85	70	407	420	369	319	387	188	106	56	29	16
Richmond	241	405	383	307	352	270	211	306	339	264	347	405	339	442	384	319	370	276	205	190
Shelburne	352	347	243	144	44	22	257	255	93	22	377	341	361	392	208	144	94	22	179	71
Victoria	455	524	387	413	809	317	246	386	376	314	795	583	575	560	395	417	396	310	292	149
Yarmouth	7895	9566	9212	8108	8696	5504	7198	7708	8187	5554	11148	10452	10758	11001	9753	8316	8820	5529	5476	2892
Total, 1892	7409	9139	9187	7039	8408	5335	6879	7110	8045	5527	10793	10537	10037	10666	9779	7965	8474	5453	4849	3114
" 1891	486	457	35	469	218	109	214	595	542	27	862	.....	748	335	.....	381	346	77	537	.....
Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—Continued.

Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	WRITING.								INDUSTRIAL DRAWING.								BOOK-KEEP'G.		LATIN.	
	Grade.								Grade.								Grade.		Grade.	
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	Grade.	VIII.	Grade.	VIII.
Annapolis.....	284	360	424	488	430	415	443	426	237	274	322	362	354	298	311	217	349	21	349	21
Arrington.....	270	382	454	472	384	318	271	136	80	82	106	108	133	60	85	35	131	9	131	9
Cape Breton.....	711	838	710	900	530	501	605	369	172	183	130	283	140	127	178	126	130	4	130	4
Colchester.....	477	547	640	604	597	528	770	447	300	379	442	420	337	352	478	264	496	21	496	21
Cumberland.....	1021	891	897	986	793	638	805	364	666	429	568	376	355	328	392	144	487	6	487	6
Digby.....	568	493	514	480	484	390	353	240	470	428	462	429	423	359	215	156	161	18	161	18
Guysboro'.....	427	381	396	544	412	380	266	117	89	77	120	163	134	126	94	52	132	3	132	3
Halifax Co.....	768	736	701	666	610	520	530	169	664	526	410	331	315	224	121	114	96	1	96	1
" City.....	1431	955	769	871	640	534	511	294	1601	955	769	860	628	534	511	294	878	32	878	32
Hants.....	361	445	485	561	542	410	638	416	261	236	275	310	345	235	411	269	307	6	307	6
Inverness.....	713	779	762	805	647	233	64	49	92	100	111	94	64	24	58	24	307	6	307	6
Kings.....	286	387	415	481	491	578	547	641	58	122	87	120	159	233	233	218	421	32	421	32
Lunenburg.....	783	822	889	926	850	595	616	233	336	365	435	442	440	431	308	137	192	21	192	21
Pictou.....	568	689	530	784	738	594	1006	600	176	290	268	426	445	323	436	295	398	17	398	17
Queens.....	187	198	212	242	302	251	234	126	131	102	74	142	82	103	58	30	115	4	115	4
Richmond.....	394	408	371	325	287	184	106	75	74	68	60	36	15	14	9	5	27	3	27	3
Shelburne.....	296	355	351	440	388	310	862	282	200	271	227	307	208	189	170	96	230	3	230	3
Victoria.....	328	343	371	264	20	194	104	23	40	40	43	63	50	19	19	32	106	6	106	6
Yarmouth.....	757	566	568	533	394	416	359	286	440	438	344	436	292	493	258	152	262	2	262	2
Total, 1892.....	10635	10596	10481	11322	9539	8244	8573	5292	5977	5365	5240	5707	4944	4446	4335	2650	4823	201	4823	201
" 1891.....	9878	10256	10088	10874	9703	8086	8269	5408	5678	5462	5344	5802	5419	4343	3889	2589	4236	194	4236	194
Increase.....	757	340	393	448	164	158	314	111	299	97	104	95	475	103	446	61	87	7	87	7
Decrease.....																				

**TABLE VI.—PUBLIC SCHOOLS : WINTER TERM—Continued.**  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis.....	251	94	43	269	98	18	259	92	18	267	100	18	238	92	17	245	91	17	245	91	17	86		
Antigonish.....	53	93	41	53	86	26	53	58	25	53	66	25	63	56	37	63	56	37	63	56	37	24		
Cape Breton.....	173	50	26	172	51	31	172	51	31	172	51	31	150	49	31	155	49	31	155	49	31	18		
Colchester.....	147	68	37	147	68	37	147	68	37	145	70	36	132	69	36	130	70	37	130	70	37	14		
Cumberland.....	109	34	12	109	34	4	119	34	4	96	48	4	95	48	4	109	34	4	109	34	4	3		
Digby.....	101	13	12	106	13	14	105	13	12	106	13	12	100	13	12	101	18	11	101	18	11	8		
Guysboro.....	29	22	5	29	22	5	28	22	6	28	22	4	24	25	6	24	26	6	24	26	6	6		
Halifax Co.....	96	37	10	92	36	...	84	46	...	84	53	12	46	22	...	74	37	...	74	37	...	3		
" City.....	190	110	22	190	110	22	190	110	22	190	110	22	153	110	59	153	110	59	153	110	59	59		
Hants.....	195	28	15	209	27	8	203	29	8	202	35	8	184	32	12	185	35	8	185	35	8	18		
Inverness.....	16	6	22	8	18	33	17	9	83	45	7	8	18	39	5	20	41	45	20	41	45	4		
Kings.....	255	490	560	269	67	27	258	48	25	270	49	27	238	47	29	249	48	25	249	48	25	26		
Lunenburg.....	42	20	10	42	21	7	42	21	7	42	21	7	59	39	7	59	39	7	59	39	7	11		
Pictou.....	170	126	129	189	133	109	189	132	109	189	138	71	160	115	110	159	115	110	159	115	110	66		
Queens.....	39	80	5	39	30	5	39	30	5	39	30	5	35	30	5	39	30	5	39	30	5	5		
Richmond.....	17	3	3	17	3	3	17	3	3	17	...	3	13	...	3	17	...	3	17	...	3	3		
Shelburne.....	61	47	28	65	42	12	64	42	18	68	42	13	62	42	13	65	42	18	65	42	18	9		
Victoria.....	26	8	5	26	8	5	26	8	5	26	8	5	26	8	5	26	8	5	26	8	5	2		
Yarmouth.....	94	75	86	80	24	21	72	49	29	98	55	26	93	54	28	93	56	33	93	56	33	27		
Total, 1892.....	2063	1851	1074	2101	838	386	2083	862	392	2135	918	337	1874	800	419	1956	900	456	1956	900	456	342		
" 1891.....	1594	804	470	1679	843	374	1715	797	393	1633	828	334	1708	821	359	1704	830	354	1704	830	354	389		
Increase.....	469	547	601	422	...	12	368	65	59	502	90	8	166	69	60	252	70	102	252	70	102	3		
Decrease.....					4																			

**TABLE VI.—PUBLIC SCHOOLS: WINTER TERM—Continued.**  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	INDUSTRIAL DRAWING.		BOOK KEEPING.		PHY. SCI. ANT.		CHEMISTRY, (Inorganic.)		CHEMISTRY (Agricultural.)		FATH. GEOLOGY.		LATIN.		GREEK.		FRENCH.		GERMAN.	
	Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.		Year.	
	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.	I.	II.
Annapolis.....	76	14	187	78	87	70	61	23	35	5	58	28	5	6	4	4	8	4	4	4
Antigonish.....	10	15	49	56	69	12	61	51	4	33	8	49	33	14	14	7	29	37	19	37
Cape Breton.....	29	...	127	31	40	32	39	17	31	21	10	6	21	2	2	19	14	6	14	6
Colchester.....	113	55	156	70	3	5	60	3	30	43	90	61	43	2	8	17	17	14	17	14
Cumberland.....	62	9	62	34	80	8	62	...	41	8	65	21	8	...	3	18	11	4	18	4
Digby.....	41	4	91	12	26	29	16	...	15	6	22	8	6	2	3	5	4	2	5	2
Guysboro.....	...	...	34	22	31	4	27	4	5	...	10	...	...	1	...	18	...	...	...	...
Halifax County.....	78	16	22	...	...	49	...	...	...	...	...	...	...	...	...	...	...	...	...	...
" City.....	139	125	106	37	145	51	70	2	55	44	178	63	44	15	26	11	50	30	11	68
Hants.....	24	2	207	26	60	48	27	37	18	5	60	7	5	1	3	3	3	3	3	3
Inverness.....	37	1	54	43	10	9	34	8	8	4	40	5	4	5	2	...	...	...	...	...
Kings.....	14	21	224	51	60	92	24	18	24	7	40	5	5	4	6	...	4	...	...	...
Lunenburg.....	36	...	68	5	54	43	9	7	...	6	12	14	6	1	...	3	16	1	3	1
Pictou.....	102	68	160	131	114	11	127	...	56	93	77	48	93	...	23	56	69	40	56	40
Queens.....	...	...	18	30	5	20	5	...	...	9	10	12	9	...	5	...	...	...	...	...
Richmond.....	...	...	17	...	...	5	...	...	3	2	...	...	2	...	...	...	...	...	...	...
Shelburne.....	27	1	60	35	15	49	22	17	12	5	20	17	5	5	8	...	...	...	...	...
Victoria.....	...	...	26	9	38	39	39	...	...	4	9	...	...	...	...	...	...	...	...	...
Yarmouth.....	41	5	77	13	51	57	54	...	0	14	18	20	14	...	...	46	36	25	...	...
Total 1892.....	829	336	1745	683	800	632	727	187	341	235	727	364	235	21	86	190	260	193	190	68
" 1891.....	737	282	1412	679	913	618	592	174	284	293	689	405	293	19	81	213	220	123	213	55
Increase.....	92	84	333	4	...	19	185	18	57	2	38	...	2	2	5	...	40	70	...	13
Decrease.....	...	...	...	...	...	113	...	...	...	41	...	...	...	...	...	23	...	...	23	...

TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.

Common School Course. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	Health.	Moral and Pa- triotic Duties.	Temperance.	LESSONS ON NATURE.								SINGING.		READING.							
				Grade.								By Theory.	By Note.	Grade.							
				I.	II.	III.	IV.	V.	VI.	VII.	VIII.			I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Annapolis .....	2773	2814	2785	544	359	384	424	359	335	309	249	129	681	681	423	444	456	897	388	876	326
Antigonish .....	1649	1646	1324	410	278	276	247	251	171	163	103	421	349	349	473	452	375	407	306	241	163
Cape Breton .....	2523	2380	2249	661	447	468	474	356	283	256	247	541	1469	1407	1006	780	790	616	468	412	389
Colchester .....	4001	3926	3762	770	643	545	622	551	486	494	384	1065	3214	831	737	615	738	619	519	613	411
Cumberland .....	5944	5424	4938	1570	1086	883	869	758	630	582	316	1013	2939	1715	1151	916	1003	834	570	626	296
Digby .....	3246	3141	2871	713	490	471	463	334	279	280	109	243	956	998	635	548	553	450	315	321	176
Guysboro .....	1628	1365	1360	377	278	225	264	237	155	141	87	188	246	761	440	388	458	390	282	225	154
Halifax Co. ....	3380	3889	3584	713	593	470	391	321	204	145	101	1610	3223	1018	1004	800	828	635	684	496	228
" City .....	6392	6176	6327	1950	888	762	869	763	653	466	319	5324	2848	1888	888	762	915	607	658	466	319
Hants .....	2351	2137	2005	532	351	364	458	401	337	363	244	403	1364	830	587	550	579	491	393	559	353
Inverness .....	1546	1255	938	492	327	307	268	222	134	99	71	7	275	681	679	578	469	477	357	167	142
Kings .....	1877	1998	1835	839	394	383	370	262	328	274	201	184	1356	1166	786	827	818	744	581	427	212
Langenburg .....	1945	2111	1821	561	399	489	445	429	376	241	189	311	3063	1166	786	827	818	744	581	427	212
Pictou .....	4565	4565	4565	697	733	478	638	560	551	623	381	1076	2234	1117	928	614	773	723	693	769	453
Queens .....	759	792	759	260	170	139	158	164	166	118	69	...	502	302	232	210	242	221	249	176	101
Richmond .....	1143	1147	919	440	208	235	204	170	87	67	18	164	196	877	439	414	318	209	174	132	79
Shelburne .....	2151	1529	1831	439	346	310	397	325	207	228	147	263	665	577	430	366	418	351	265	266	215
Victoria .....	906	754	687	149	145	139	151	132	172	29	3	227	284	234	294	250	339	309	319	138	25
Yarmouth .....	3012	8016	2561	910	433	250	457	378	228	263	151	171	1694	1059	628	571	431	392	262	291	290
Total, 1892 .....	51701	49523	47116	12517	8482	7623	8925	6803	5832	5102	3338	13338	27504	17438	12314	10569	11080	9210	7927	7099	4928
" 1891 .....	46708	44592	41556	11498	8852	7754	7972	6453	5308	4877	3160	15061	30069	17799	12007	11268	11434	9691	7631	7628	4452
Increase .....	4993	4931	5560	1019	...	...	263	351	394	225	178	1723	2685	...	217	686	404	481	396	...	176
Decrease .....	...	...	...	430	231	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	520

**TABLE VI.**—PUBLIC SCHOOLS: SUMMER TERM—Continued.  
Common School Courses. Number of Pupils receiving Instruction in the various Branches.

COUNTY.	SPELLING.								LANGUAGE.								GRAMMAR.				COMPOSITION.			
	Grade.								Grade.								Grade.				Grade.			
	Grade.								Grade.								Grade.				Grade.			
	II.	III.	IV.	V.	VI.	VII.	VIII.		I.	II.	III.	IV.	V.	VI.		VII.	VIII.		VII.	VIII.		VII.	VIII.	
Annapolis .....	423	444	456	397	388	376	326	556	374	419	447	396	396	400	358	315	230	271			230	271		
Antigonish .....	498	440	354	363	353	242	200	422	811	339	369	393	383	257	263	196	176			196	176			
Cape Breton .....	1006	780	790	616	468	412	389	881	759	680	758	623	623	483	435	257	337	298			337	298		
Colchester .....	690	682	702	650	535	618	406	600	662	611	730	607	607	597	597	439	486	401			486	401		
Cumberland .....	125	920	889	880	663	633	318	1297	889	898	979	789	789	500	606	349	422	344			422	344		
Digby .....	635	748	553	460	315	321	176	881	590	526	529	428	428	315	317	175	257	150			257	150		
Guyaboro .....	499	422	431	398	303	286	175	897	298	301	377	370	370	321	432	298	199	141			199	141		
Halifax Co. ....	1004	800	828	655	682	496	225	946	984	786	814	632	632	678	492	222	215	108			222	215		
"    City .....	888	762	915	607	653	466	319	1967	868	782	915	607	607	643	476	320	476	327			476	327		
Hants .....	802	572	566	391	520	491	489	489	443	511	542	529	490	496	788	555	513	270			513	270		
Inverness .....	679	374	469	477	367	217	142	667	660	674	578	490	490	349	377	321	373	317			377	321		
Kings .....	935	464	498	408	269	491	302	375	861	434	436	445	445	415	773	422	367	282			367	282		
Lunenburg .....	747	817	824	772	590	422	211	638	641	631	760	669	669	500	446	173	344	166			344	166		
Pictou .....	920	631	781	708	701	754	459	835	736	580	741	647	614	614	764	468	625	412			625	412		
Queens .....	231	206	248	218	264	172	109	208	208	198	210	223	202	202	192	61	165	50			165	50		
Richmond .....	445	410	322	299	164	127	78	404	348	359	396	307	307	160	132	81	120	64			120	64		
Shelburne .....	430	356	413	351	265	256	215	387	358	322	439	344	344	255	250	218	164	159			164	159		
Victoria .....	230	219	259	249	250	108	24	237	276	209	155	66	66	21	296	306	203	143			203	143		
Yarmouth .....	698	571	491	392	262	291	200	882	526	566	496	398	398	276	291	221	236	218			236	218		
Total, 1892 .....	11812	10818	10784	9436	7872	7157	4767	18129	10209	9807	10568	8951	8951	7864	8396	5454	5927	4392			5927	4392		
"    1891 .....	12786	10916	11016	9301	7435	7207	4532	12072	9949	9651	9649	8211	8211	6289	9176	5219	5445	4003			5445	4003		
Increase .....	973	.....	.....	136	437	.....	245	1057	280	156	919	740	740	1075	780	235	482	289			482	289		
Decrease .....	.....	.....	231	.....	.....	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....			.....	.....		

**TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM—Continued.**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	GEOGRAPHY.								HISTORY.								ARITHMETIC.								ALGEBRA.	GEOMETRY.
	Grade.								Grade.								Grade.								Grade.	Grade.
	III.	IV.	V.	VI.	VII.	VIII.			V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.					VIII.	VIII.
Annapolis .....	203	395	394	388	377	323		295	377	353	320		653	423	444	446	395	389	376	327		216		327	216	189
Antigonish .....	315	329	410	300	286	146		220	296	286	181		461	427	426	378	375	308	216	156		200		156	200	112
Cape Breton .....	617	661	595	436	432	377		514	386	411	373		1211	966	791	787	622	1461	434	367		357		367	357	224
Colchester .....	404	604	598	546	628	430		417	484	605	434		855	688	620	692	618	514	605	412		398		412	398	247
Cumberland .....	442	777	793	584	628	388		608	556	601	403		1638	1140	932	936	840	573	602	857		325		857	325	253
Digby .....	386	483	434	343	328	176		297	329	315	175		950	636	548	553	460	316	319	176		148		176	148	92
Guyaboro .....	237	314	360	262	324	177		251	260	280	205		588	417	388	415	392	245	289	140		184		140	184	74
Halifax Co. ....	780	728	651	646	424	201		623	643	437	210		967	984	786	710	643	624	391	212		193		212	193	156
“ City .....	743	915	607	648	476	320		607	643	476	820		1967	888	782	915	607	643	476	320		276		320	276	12
Hants .....	318	456	468	465	513	338		316	401	538	348		816	586	524	576	474	492	571	325		280		325	280	189
Inverness .....	699	679	574	841	127	106		671	344	137	102		671	679	574	491	476	352	209	89		345		89	345	161
Kings .....	244	425	874	493	456	389		297	411	453	398		584	526	441	497	396	481	429	890		808		890	808	185
Lunenburg .....	539	670	612	501	459	164		609	378	379	165		1039	771	510	814	762	614	416	180		188		180	188	88
Pictou .....	462	735	699	569	776	470		554	625	738	467		998	890	584	746	711	698	763	470		458		470	458	246
Queens .....	184	145	197	192	182	68		247	182	166	65		309	232	206	224	248	168	89	117		75		89	117	75
Richmond .....	291	274	288	168	182	79		266	140	191	89		879	407	413	317	308	170	132	79		59		79	59	48
Shelburne .....	800	407	381	259	245	223		263	268	256	215		1056	628	574	505	399	272	280	200		242		200	242	135
Victoria .....	311	321	244	144	32	19		263	32	180	20		303	314	229	277	227	157	52	19		191		19	191	91
Yarmouth .....	499	488	393	265	284	193		314	257	277	209		581	438	357	427	352	264	253	207		182		207	182	159
Total, 1892 .....	8029	9806	9052	7592	7107	4586		7663	6997	6968	4694		15971	11970	10429	10708	9807	8744	6960	4515		4667		4515	4667	2780
“ 1891 .....	7469	9139	9187	7639	8408	5335		8979	7110	8045	5527		10788	10437	10037	10666	9779	7955	8474	5452		4949		5452	4949	3114
Increase .....	560	867	135	47	1301	749		684	118	1077	583		5178	1438	392	140	472	789	1494	957		392		957	392	384



**TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM—Continued.**  
*Common School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	WRITING.								INDUSTRIAL DRAWING.								BOOK-KEEP'G.	LATIN.
	Grade.								Grade.									
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.		
Annapolis .....	607	416	444	458	397	387	373	330	423	288	325	364	327	804	294	225	138	19
Antigonish .....	461	279	411	364	332	309	266	131	126	100	99	88	71	87	64	39	128	8
Cape Breton .....	1178	973	788	788	618	467	415	383	312	262	218	268	210	194	170	189	168	8
Colchester .....	320	708	615	710	608	489	587	397	323	377	403	472	418	304	388	306	235	5
Cumberland .....	1509	1086	914	990	805	581	635	312	1011	681	583	642	465	377	399	219	212	18
Digby .....	913	637	562	553	460	315	319	176	761	549	511	497	375	286	298	132	89	15
Guyaboro' .....	526	439	389	395	404	264	203	152	64	39	59	77	103	70	66	50	53	2
Halifax Co. ....	977	937	940	833	818	728	479	216	769	695	656	715	550	355	236	162	118	1
" City .....	1888	868	782	916	607	643	476	320	1867	868	782	915	607	643	476	320	715	18
Hants .....	647	578	514	570	498	410	508	348	440	344	349	399	378	292	316	170	272	10
Inverness .....	672	679	574	462	471	355	208	71	134	151	129	133	84	71	42	43	276	10
Kings .....	508	540	439	485	405	482	442	383	160	196	224	222	219	266	251	167	136	17
Laurenburg .....	980	574	889	818	744	570	412	227	408	374	451	482	457	328	251	82	159	8
Pictou .....	851	858	599	778	714	694	755	404	556	469	313	398	304	310	408	249	256	23
Queens .....	262	229	191	543	205	251	186	100	175	142	116	162	124	156	96	71	40	5
Richmond .....	606	423	418	324	311	168	182	82	121	34	22	31	28	8	6	3	33	5
Shelburne .....	494	390	355	425	343	261	255	209	285	253	224	266	189	157	109	97	108	14
Victoria .....	337	296	314	310	292	194	67	19	49	31	25	36	28	27	25	19	101	11
Yarmouth .....	1029	603	570	502	408	253	277	193	632	336	342	397	352	220	237	158	98	11
Total, 1892 .....	14704	11521	10653	10923	9440	7819	6990	4614	8615	6138	5841	6444	5263	4426	4180	2651	2698	168
" 1891 .....	14660	11667	11217	11161	9223	7276	7064	4196	8796	6654	5859	6272	5382	4316	3960	2228	2620	184
Increase .....	44	146	564	228	217	543	74	319	180	516	18	172	119	210	270	428	73	16
Decrease .....																		

**TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM.—Continued.**  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	ENGLISH LANGUAGE.			ENGLISH LITERATURE.			GEOGRAPHY.			HISTORY.			ARITHMETIC.			GEOMETRY.			ALGEBRA.			PRACTICAL MATHEMATICS.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis.....	194	81	16	200	95	12	200	95	12	200	95	12	200	95	12	192	94	12	201	94	12	19	12	19
Antigonish.....	88	52	99	25	15	6	68	26	21	68	26	21	68	26	21	72	26	21	72	26	21	21	21	21
Cape Breton.....	134	61	9	134	61	9	134	61	9	134	61	9	134	61	9	134	61	9	134	61	9	8	8	8
Colchester.....	150	44	45	147	44	45	144	44	45	144	44	45	147	44	45	146	44	45	147	44	45	21	21	21
Cumberland.....	84	88	48	72	38	14	101	38	14	101	38	14	109	49	14	105	49	14	105	49	14	14	14	14
Digby.....	61	36	17	61	36	14	61	36	14	61	36	14	61	36	14	60	36	14	61	36	14	12	12	12
Guysboro.....	33	12	8	24	11	5	34	10	5	34	10	5	31	12	3	34	12	3	34	12	3	5	5	5
Halifax Co.....	68	22	3	66	21	...	76	28	...	76	28	...	78	48	6	22	3	...	26	10	...	...	...	...
" City.....	145	76	101	145	67	101	145	76	101	145	76	101	145	76	101	145	76	101	145	76	101	87	87	87
Hants.....	176	39	11	192	26	8	200	20	8	200	20	8	191	25	8	176	33	8	179	33	8	8	8	8
Inverness.....	45	27	27	5	55	16	45	37	...	45	37	...	42	37	...	45	31	...	12	23	...	36	36	36
Kings.....	181	66	46	194	65	33	194	65	33	193	65	33	193	65	33	192	64	35	181	65	35	35	35	35
Lunenburg.....	71	38	7	64	39	6	71	39	6	71	39	6	71	39	6	71	38	7	71	38	7	7	7	7
Pictou.....	168	141	94	168	171	88	168	172	86	168	172	86	168	172	85	159	172	85	168	172	85	46	46	46
Queens.....	32	28	11	82	20	8	32	29	8	32	29	8	32	29	8	32	29	8	32	29	8	6	6	6
Richmond.....	40	4	2	10	4	3	10	4	3	10	4	3	10	4	3	9	4	3	10	4	3	3	3	3
Shelburne.....	40	47	16	46	44	14	56	38	9	57	43	12	55	45	12	55	45	12	57	43	12	13	13	13
Victoria.....	40	...	40	40	40	...	30	10	...	19	19	3	20	16	3	20	16	3	16	21	3	3	3	3
Yarmouth.....	110	73	57	107	45	14	69	58	38	110	58	28	107	57	28	107	57	28	110	58	28	34	34	34
Total, 1892.....	1839	885	682	1892	915	391	1841	886	412	1884	938	392	1765	902	394	1765	902	394	1761	908	390	377	377	377
" 1891.....	1594	804	470	1679	842	374	1715	797	333	1683	898	334	1708	821	359	1708	821	359	1704	890	354	339	339	339
Increase.....	245	81	192	13	73	17	126	89	79	231	110	58	67	81	35	67	81	35	57	78	36	38	38	38
Decrease.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

**TABLE VI.—PUBLIC SCHOOLS: SUMMER TERM—Continued.**  
*High School Course. Number of Pupils receiving Instruction in the various Branches.*

COUNTY.	INDUSTRIAL DRAWING.		BOOK KEEPING.		PHY. SCI.	BOT. ANY.	CHEMISTRY, (Inorganic.)		CHEMISTRY (Agricultural.)		PHYSIOLOGY.		LATIN.			GREEK.			FRENCH.			GERMAN.
	Year.		Year.				Year.		Year.		Year.		Year.			Year.			Year.			
	I.	II.	I.	II.	I.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.		
Annapolis.....	91	83	159	75	77	190	45	44	21	5	47	34	5	4	5	1	12	4				
Antigonish.....	18	10	58	21	73	88	25	5	3	28	37	21	2	2	5	17	16	27				
Cape Breton.....	87	22	111	51	.....	100	23	9	6	3	17	6	3	4	5	25	8	2				
Colchester.....	141	42	123	24	7	157	36	9	39	84	108	40	1	4	11	26	10	32				
Cumberland.....	34	.....	73	59	7	65	36	5	36	14	73	28	14	4	4	.....	.....	16				
Digby.....	23	11	47	39	13	83	17	9	13	6	15	20	6	1	6	1	9	2				
Guyaboro.....	.....	.....	22	13	9	86	10	1	1	.....	9	.....	.....	.....	.....	.....	.....	.....				
Halifax Co.....	64	7	5	.....	.....	129	10	1	69	.....	.....	.....	.....	.....	.....	.....	.....	.....				
" City.....	145	173	145	62	95	194	96	4	28	66	146	53	66	7	28	31	71	47	28			
Hants.....	51	20	130	37	36	104	2	10	26	9	51	7	3	12	3	24	3	3				
Inverness.....	11	.....	45	16	40	21	.....	3	.....	.....	.....	18	.....	18	.....	18	.....	.....				
Kings.....	40	4	116	48	29	149	30	19	31	24	49	25	26	1	8	1	7	9				
Lunenburg.....	29	17	71	38	26	71	15	15	1	.....	12	15	2	1	.....	.....	10	.....				
Pictou.....	116	72	143	106	24	149	73	19	38	8	63	64	57	21	31	65	88	28				
Queens.....	24	19	24	29	.....	29	5	1	.....	.....	10	11	8	3	8	6	.....	.....				
Richmond.....	.....	.....	0	4	.....	4	.....	.....	2	1	.....	.....	.....	.....	.....	4	.....	.....				
Shelburne.....	18	1	48	35	16	62	35	10	16	4	21	8	4	7	8	3	8	2				
Victoria.....	39	.....	19	.....	.....	19	21	.....	.....	.....	.....	6	.....	.....	6	7	.....	.....				
Yarmouth.....	74	15	32	16	49	97	59	7	12	17	18	24	17	2	3	47	49	24	4			
Total, 1892.....	955	446	1360	644	520	1878	518	170	342	274	669	380	274	44	63	247	282	196	32			
" 1891.....	682	208	1291	632	479	1534	584	243	321	88	672	440	280	29	105	266	284	117	55			
Increase.....	323	243	69	12	41	144	16	73	21	46	.....	60	44	15	42	.....	48	79	13			
Decrease.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....	19	.....	.....	.....			

TABLE VII.

## PUBLIC SCHOOLS; RECORD OF VISITATION.

COUNTY.	WINTER TERM.			SUMMER TERM.		
	No. of visits by Trustees and Secretary.	By Inspector.	By other Visitors.	No. of visits by Trustees and Secretary.	By Inspector.	By other Visitors.
Annapolis .....	227	98	1369	172	66	1197
Antigonish .....	428	79	740	419	82	967
Cape Breton .....	750	104	2398	680	114	1604
Colchester .....	235	63	1452	253	139	1767
Cumberland .....	509	142	2343	371	164	2203
Digby .....	216	87	1069	184	66	1190
Guysboro .....	267	59	1282	255	74	1460
Halifax County ....	368	124	1246	355	166	1390
"    City .....	233	100	1010	101	30	625
Hants .....	253	112	1365	200	114	1527
Inverness .....	1219	92	2372	1053	98	2457
Kings .....	344	105	1456	195	108	1486
Lunenburg .....	504	105	2026	411	138	1946
Pictou .....	545	59	2675	379	156	2452
Queens .....	110	33	447	86	45	389
Richmond .....	354	61	921	356	63	1002
Shelburne .....	183	64	895	134	70	1131
Victoria .....	408	62	934	465	3	1008
Yarmouth .....	232	103	1514	178	96	1527
Total 1892 .....	7385	1652	27514	6247	1792	27328
"    1891 .....	8007	1538	29240	6038	1432	25551
Increase .....	.....	114	.....	209	360	1777
Decrease .....	622	.....	1726	.....	.....	.....

TABLE VIII.—PUBLIC SCHOOLS: TIME IN SESSION.

COUNTY.	WINTER TERM.						SUMMER TERM.							
	No. of Schools open this term.	No. in session less than 80 days during this term.	No. in session 80 days or upwards, but less than 100.	Total No. in session less than 100 days.	No. in session 100 days or upwards, but less than full term.	No. in session the full term.	Average No. of days all schools were in session.	No. of Schools open this term.	No. of Schools in session less than 80 days during this term.	No. in session 80 days or upwards, but less than 100.	Total No. in session less than 100 days.	No. in session 100 days or upwards, but less than full term.	No. in session the full term.	Average No. of days all schools were in session.
Annapolis .....	107	4	4	8	40	59	111.8	116	5	4	9	42	65	105.3
Antigonish .....	90	5	6	11	27	52	109.8	98	7	10	17	30	49	101.1
Cape Breton .....	149	2	9	11	54	84	112.8	160	14	14	28	46	86	102.1
Colchester .....	133	9	9	18	52	63	110.4	146	5	8	13	71	62	104.4
Cumberland .....	166	6	10	16	74	76	111.8	180	20	16	36	82	63	102.2
Digby .....	91	2	4	6	35	50	112.8	101	6	3	9	29	63	104.6
Guysboro .....	80	1	5	6	37	37	112.2	92	4	14	18	22	52	102.5
Halifax County .....	130	5	12	17	58	55	108.	144	2	9	11	49	84	102.
“ .....	123	.....	1	1	.....	122	120.	127	3	6	9	.....	118	94.
Hants .....	114	5	6	11	48	55	110.9	121	12	10	22	48	51	105.2
Inverness .....	166	3	8	11	58	97	101.	169	23	15	38	29	102	99.
Kings .....	114	4	17	21	51	42	109.5	117	7	21	28	53	36	101.6
Lunenburg .....	161	1	3	4	43	115	112.	155	2	5	7	37	111	107.
Pictou .....	162	6	5	11	63	89	112.8	170	10	15	25	85	60	102.4
Queens .....	54	.....	1	1	30	23	115.	53	.....	.....	.....	21	32	107.
Richmond .....	63	2	2	4	24	35	115.	74	3	3	6	19	49	105.5
Shelburne .....	77	2	3	5	54	18	112.	78	1	5	6	50	22	104.9
Victoria .....	72	2	6	8	27	37	110.	80	8	7	15	13	53	100.
Yarmouth .....	106	7	.....	7	36	33	111.	102	8	13	16	62	24	102.7
Total, 1892 .....	2158	66	111	177	839	1186	111.2	2281	135	178	313	788	1180	102.8
“ 1891 .....	2120	57	110	167	705	1248	112.1	2236	115	167	272	768	1211	103.3
Increase .....	38	9	1	10	134	.....	.....	45	20	21	41	35	.....	.....
Decrease .....	.....	.....	.....	.....	.....	113	9	.....	.....	.....	.....	.....	31	5

**TABLE IX.—COMPARATIVE STATEMENT OF EXPENDITURE OF GOVERNMENT GRANTS TO COMMON SCHOOLS AND OF SECTIONAL ASSESSMENT.**

COUNTY.	Population.	GOVERNMENT GRANTS.						Amount voted at last Annual Meeting for school purposes, exclusive of building and repairs.	Amount voted for building and repairs.		
		WINTER TERM.			SUMMER TERM.						
		No. of Schools in session.	No. of Pupils registered.	Sum of Grants.	Cost to Government per pupil.	No. of Pupils registered.	Sum of Grants.			Cost to Government per Pupil.	
Annapolis.....	19352	107	3710	\$4348 10	\$1 17	116	3786	\$4754 62	1 26	\$13492 00	\$2412 00
Antigonish.....	16117	90	3035	3313 81	1 09	96	3179	3467 50	1 09	5602 40	602 00
Cape Breton.....	34223	149	5875	5769 14	98	160	6181	6004 22	97	20390 00	5355 00
Colchester.....	27160	133	4961	4973 73	1 00	146	5490	5456 84	99	16340 14	3879 50
Cumberland.....	34529	161	6720	6173 17	92	180	7487	6614 97	88	19835 40	34170 80
Digby.....	19896	91	3694	3414 44	92	101	4128	3963 37	89	12684 00	8250 00
Guy'sboro.....	17198	80	3154	2806 45	89	92	3288	3064 36	94	6917 38	1404 00
Halifax County.....	32865	130	5246	4858 83	92	144	5896	5428 40	92	17227 00	2825 00
" City.....	85556	123	6445	5485 48	85	127	6894	5685 88	81	77000 00	7000 00
Hants.....	22158	214	4265	4624 67	1 08	121	4670	4785 00	1 04	16706 00	3292 00
Inverness.....	25781	166	5212	5821 82	1 11	169	5881	5710 43	97	8510 00	2839 00
Kings.....	22492	114	4291	4564 84	1 06	117	4169	4443 02	1 06	18910 00	1080 00
Lunenburg.....	31077	161	6364	6667 11	89	165	5887	5494 36	94	15803 00	2687 00
Pictou.....	34550	162	6152	6347 40	1 08	170	6555	6380 27	99	22727 00	1209 00
Queens.....	10610	54	1937	2113 32	1 09	53	1831	2106 83	1 15	6196 00	317 00
Richmond.....	14400	63	2361	2368 71	1 00	74	2757	2334 34	1 07	4274 00	924 00
Shelburne.....	14966	77	3020	2891 13	95	78	3008	2912 74	97	9651 00	1628 00
Victoria.....	12390	73	2317	2361 74	1 01	80	2142	2523 90	1 18	4248 00	591 25
Yarmouth.....	22218	106	4206	4096 07	97	102	4130	3924 82	95	21727 00	17373 00
Total, 1892.....	450523	2168	82965	82000 00	98	2261	87189	85498 85	98	313229 32	96788 05
" 1891.....	440672	2130	81304	82000 00	1 00	2286	86792	85487 58	99	341655 75	51241 93
Increase.....	9951	38	1661	.....	.....	45	1397	11 27	.....	28426 43	45866 12
Decrease.....	.....	.....	.....	.....	.....02	.....	.....	.....	.....01	.....	.....

TABLE X.—PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, 1892.

STATIONS.	Male Candidates.		Female Candidates.		A.					MALE B.					FEMALE B.					MALE C.				
		Total Candidates.		Total Candidates.	Candidates for Grade A.	Received Grade A.	Received Grade B.	Received Grade C.	Failed.	Candidates for Grade B.	Received Grade B.	Received Grade C.	Received Grade D.	Failed.	Candidates for Grade B.	Received Grade B.	Received Grade C.	Received Grade D.	Failed.	Candidates for Grade C.	Received Grade C.	Received Grade D.	Failed.	
Amherst	8	57	49	73	2	2	1	1	1	1	1	1	1	3	5	3	3	1	3	9	1	1	4	
Andover	24	49	49	30			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	16	4	20	40			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	20	20	20	20			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	2	24	26	26			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	19	73	91	80	1	1	1	1	1	1	1	1			1		1	1		1	1	1	1	
Andover	20	10	30	30			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	4	29	28	33			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	4	29	33	33			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	9	24	33	33			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	9	24	33	33			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	4	18	22	22			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	20	93	113	82	6	3	13	5	8	15	2	7	4	3	2	7	3	2	2	2	2	2	2	
Andover	25	57	82	53	1	1	1	1	1	1	1	1			1		1	1		1	1	1	1	
Andover	12	41	53	71	1	1	1	1	1	1	1	1			1		1	1		1	1	1	1	
Andover	19	62	71	40			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	19	21	40	33			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	19	21	40	33			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	16	57	73	66			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	14	48	62	53			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	11	21	32	23			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	24	29	40	33			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	11	13	14	14			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	87	39	76	76			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	1	13	14	14			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	8	33	41	34			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	7	84	91	84			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	8	46	54	46			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	5	46	54	46			1	1		1	1	1			1		1	1		1	1	1	1	
Andover	5	46	54	46			1	1		1	1	1			1		1	1		1	1	1	1	
Total, 1892.	372	1059	1431	1384	22	5	104	30	46	104	30	46	21	7	92	36	40	37	9	102	48	58	46	
" 1891.	374	960	1384	1384	11	5	87	30	57	87	30	57	17	4	78	36	24	24	4	176	70	83	53	
Increase.		99	97		11	6	17	10	9	17	10	9	4	6	14	4	16		5	28	23	6	7	
Decrease	2																							

TABLE X.—(CONTINUED). PUBLIC SCHOOL TEACHERS' YEARLY EXAMINATION, 1892.

STATIONS.	FEMALE C.			MALE D.			FEMALE D.			Total received Grade A.	Total received Grade B.	Total received Grade C.	Total Grade D.	Total received License.	No. received higher Grade than held before.	No. received same Grade as held before.	No. received lower Grade than held before.	New applicants received License.	No. received for.	No. received lower Grade than applied for.	No. failed.
	Candidates for Grade C.	Received Grade C.	Received Grade D.	Failed.	Candidates for Grade D.	Received Grade D.	Failed.	Candidates for Grade D.	Received Grade D.	Failed.											
Amherst.	34	9	8	17	2	13	2	15	2	13	1	0	11	13	1	11	1	15	12	4	36
Antigonish.	19	7	6	6	13	4	2	25	4	21	3	19	17	23	1	17	1	14	17	1	41
Arichat.					6	0	6	4	0	4	1	0	13	14	0	13	0	4	13	0	18
Baddeck.	6	5	1	5	11	2	9	18	4	14	7	7	7	22	2	7	1	10	16	7	13
Barrington.	14	5	4	5				8	4	8	4	5	7	14	0	7	0	8	8	6	32
Bridgetown.	56	14	22	20	11	3	7	7	4	15	4	28	36	59	1	10	4	38	26	31	132
Chestcamp.	3			2	4	1	1	7	1	6		1	8	11	0	8		8	4	0	20
Clare.	10	2	4	4	4	1	3	12	0	16	3	4	10	11	4	4	1	10	7	4	23
Digby.	9	2	2	0				7	0	7	3	4	0	11	3	4	1	8	4	0	11
Guy'sboro.	9	2	2	0				12	0	15	3	4	0	11	3	4	1	8	7	4	23
Halifax.	56	17	22	17	1	1	1	12	1	15	7	31	36	76	0	10	5	38	26	0	114
Kentville.	43	12	19	12	0			10	0	4	1	19	24	65	18	13	5	33	27	33	117
Liverpool.	29	0	17	13	13	0	4	10	1	21	4	11	24	34	9	12	2	31	16	10	62
Moncton.	86	8	14	14	9	1	8	17	1	24	1	1	24	34	9	9	5	34	26	27	110
Moncton Forks.	4	1	1	1	4	1	3	7	4	5	1	1	8	10	13	0	2	8	3	0	11
New Glasgow.	34	17	16	3	4	1	3	14	1	10	7	33	36	50	13	9	3	39	26	27	110
Normal School.	35	18	9	8	4	1	3	14	1	10	7	33	36	50	13	9	3	39	26	27	110
Pictou.	27	8	11	8	1	4	4	12	2	10	7	18	19	33	13	12	2	18	14	24	74
Port Hawkesbury.	8	5	2	3	17	1	16	24	3	21	7	18	12	14	8	2	2	11	10	12	30
Port Hood.	19	9	1	3				7	1	3	4	6	8	14	8	0	0	6	8	8	26
Sherbrooke.	19	9	1	3				7	1	3	4	6	8	14	8	0	0	11	10	12	30
Sherbrooke.	19	9	1	3				7	1	3	4	6	8	14	8	0	0	11	10	12	30
Sydney.	22	4	1	2	9	1	8	17	2	11	3	14	0	8	12	7	1	24	20	24	58
Tatamagouche.	14	5	5	4	2	2		19	0	13	2	17	14	22	4	6	1	10	14	14	38
Truro.	43	13	14	16	2	2		35	10	19	4	17	34	48	8	6	1	39	23	23	86
Windsor.	27	6	11	10	2	2		12	3	9	4	10	15	30	3	0	0	20	14	14	31
Yarmouth.	30	10	5	5				12	3	9		14	12	30	1	0	0	17	17	13	43
Total, 1892.	500	190	213	187	98	10	77	375	103	273	5	250	480	887	176	180	30	447	430	411	600
Total, 1891.	608	150	160	213	102	23	79	343	90	273	6	286	363	684	180	186	30	393	379	319	686
Increase.	92	35	53	96	6	4	2	32	13	23	1	15	74	133	35	44	0	55	41	92	94
Decrease.																					



TABLE XI.

## SPECIAL GOVERNMENT AID TO POOR SECTIONS.

COUNTY.	Paid by Government over and above the ordinary Grants, towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	Winter Term.	Summer Term.	
Annapolis .....	\$103 70	\$158 57	\$262 27
Antigonish .....	97 31	132 26	229 57
Cape Breton .....	90 52	110 33	200 85
Colchester .....	150 00	150 00	300 00
Cumberland .....	78 71	170 34	249 05
Digby .....	108 96	121 80	230 76
Guysboro .....	63 46	87 13	150 59
Halifax .....	73 88	155 00	228 88
Hants .....	65 02	113 18	178 20
Inverness .....	81 74	102 25	183 99
Kings .....	117 35	143 18	260 53
Lunenburg .....	120 18	138 55	258 73
Pictou .....	75 12	90 86	165 98
Queens .....	98 51	98 74	196 98
Richmond .....	55 72	71 82	127 54
Shelburne .....	42 03	40 63	82 66
Victoria .....	80 47	82 11	162 58
Yarmouth .....	45 02	74 63	119 65
Total, 1892 .....	\$1547 70	\$2041 11	\$3588 81
" 1891 .....	1610 07	1887 14	3497 21
Increase .....	.....	153 97	91 60
Decrease .....	62 37	.....	.....

TABLE XII.

## POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools.		Amount of County Assessment paid to these Schools over and above ordinary allowance.		
	Winter Term.	Summer Term.	Winter Term.	Summer Term.	Total.
Annapolis, County of.....	13	22	\$79 17	\$132 33	\$311 50
Antigonish, ".....	14	19	98 26	121 81	230 07
Cape Breton, ".....	16	18	110 07	101 97	212 04
Colchester, ".....	19	24	105 89	139 38	245 27
Cumberland, ".....	15	24	105 52	144 79	250 31
Digby, District of.....	13	14	93 05	93 05	186 10
Clare, ".....	3	6	25 41	34 83	60 24
Guysboro', ".....	3	7	23 70	46 56	70 26
St. Mary's, ".....	5	5	39 51	31 74	71 25
Halifax, County of.....	12	20	85 94	134 63	220 57
Hants, District of East....	7	12	45 95	65 17	111 12
" " West.....	9	8	64 22	56 51	120 73
Inverness, County of.....	13	13	79 21	79 47	158 68
Kings, ".....	18	25	120 43	164 73	285 16
Lunenburg and New Dublin.	10	14	69 17	92 54	161 71
Chester, District of.....	7	5	41 82	34 06	75 88
Pictou, County of.....	12	16	70 91	102 76	173 67
Queens, ".....	13	13	83 80	92 93	176 73
Richmond, ".....	9	13	70 43	91 68	162 11
Shelburne, District of.....	3	2	15 97	14 43	30 40
Barrington, ".....	2	4	12 41	23 19	35 60
Victoria, County of.....	10	10	69 56	67 67	137 23
Yarmouth, District of.....	7	8	45 51	49 35	94 86
Argyle, ".....	6	6	46 48	40 85	87 33
Total, 1892....	239	308	1602 39	1956 43	3558 82
" 1891....	236	295	1601 48	1936 83	3538 31
Increase.....	3	13	.91	19 60	20 51
Decrease.....	.....	.....	.....	.....	.....

TABLE XIII.

APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR WINTER TERM ENDED APRIL 30TH, 1892.

MUNICIPALITIES.	Grand total days' attendance made by all the Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending School for the Blind.	On account of Pupils attending Institution for Deaf & Dumb, Halifax.	Total amount apportioned.	Amount per Pupil in attendance the Full Term.
Annapolis .....	247067	\$1313 68	\$1618 85	\$87 50	\$120 00	\$3089 48	\$ 75
Antigonish .....	191046	1091 48	1617 57	.....	.....	2709 00	96
Cape Breton .....	388229	1888 31	2807 23	.....	00 00	4706 54	98
Colchester .....	346220	1428 66	1696 05	75 00	210 00	3898 70	88
Cumberland .....	416881	2082 15	2852 04	75 00	120 00	5179 19	81
Digby .....	164896	735 68	981 87	44 37	63 25	1814 97	73
Clare .....	88902	414 73	654 70	30 08	56 75	1168 81	91
Guysboro .....	141796	681 78	1212 00	28 18	.....	1 28 00	96
St. Mary's .....	56151	330 34	408 20	9 37	.....	48 90	82
Halifax County .....	844408	1410 26	2439 78	.....	180 00	4000 00	1 04
Hants, East .....	120990	683 72	814 51	.....	73 77	1552 08	78
" West .....	151483	614 92	965 85	.....	76 23	1650 00	94
Inverness .....	814296	1985 18	1791 82	.....	90 00	3847 00	67
Kings .....	276624	1268 60	2069 86	37 50	.....	3625 96	86
Lenenburg and New Dublin.	358478	1668 06	2077 22	30 96	48 57	3850 83	67
Chester .....	55180	238 49	499 79	6 52	10 43	810 23	96
Pictou .....	424104	1996 67	2202 38	226 00	00 00	5184 00	79
Queens .....	126645	718 88	872 88	.....	.....	1591 04	77
Richmond .....	154078	794 90	1281 70	.....	90 00	2266 60	1 02
Shelburne .....	102991	882 61	895 79	.....	81 10	1159 50	67
Barrington .....	98345	407 68	640 98	.....	28 90	1077 45	80
Victoria .....	126160	890 72	969 26	.....	.....	1870 00	88
Yarmouth .....	171587	700 17	981 97	.....	84 81	1728 96	83
Argyle .....	121193	569 84	891 12	.....	25 19	1465 06	84
Total .....	1892 4671042	\$24584 79	\$38744 73	\$300 00	\$1290 00	\$60221 82	82
" .....	1891 4514964	24890 82	33011 06	525 00	1550 00	59206 88	84
Increase .....	160088	205 97	733 67	75 00	.....	954 64	.....
Decrease .....	.....	.....	.....	.....	60 60	.....	02

TABLE XIV.

**APPORTIONMENT OF COUNTY FUND TO TRUSTEES FOR SUMMER  
TERM ENDED OCTOBER 31, 1892.**

MUNICIPALITIES.	Grand total days' attend- ances made by all the Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils at- tending Halifax School for the Blind.	On account of Pupils at- tending Institution for Deaf and Dumb, Halifax.	Total amount apportioned.	Amount per Pupil in at- tendance the Full Term.
Annapolis .....	242028	\$1466 86	\$1584 21	.....	\$90 00	\$3060 07	\$0 68
Antigonish .....	174404	1199 70	1509 30	.....	.....	2709 00	91
Cape Breton .....	369069	1922 08	2705 56	.....	60 00	4687 64	86
Colchester .....	352386	1623 49	1232 88	\$112 50	240 00	3306 82	48
Cumberland .....	431198	2198 53	2793 59	37 50	150 00	5179 62	68
Digby .....	147530	784 96	964 46	23 18	53 26	1814 84	68
Clare .....	99623	488 88	628 37	15 32	36 75	1168 82	67
Guysboro' .....	139175	788 64	1105 28	28 13	.....	1923 00	84
St. Mary's .....	50422	343 41	395 22	9 37	.....	748 00	81
Halifax County .....	377626	1585 56	2264 44	.....	150 00	4000 00	77
Hants, East .....	125153	719 76	758 47	.....	73 77	1552 00	64
"    West .....	151353	628 23	945 54	.....	76 23	1650 00	87
Inverness .....	284562	1972 71	1776 79	37 50	60 00	3847 00	67
Kings .....	240485	1469 61	1639 83	112 50	.....	3221 44	70
Lunenburg & New Dublin.	306381	1636 55	2111 10	30 98	74 36	3861 98	74
Chester .....	55416	828 90	469 37	6 52	15 65	810 44	86
Pictou .....	411617	2066 73	2870 77	187 50	60 00	5184 00	76
Queens .....	121262	711 96	881 28	.....	.....	1593 24	75
Richmond .....	163091	940 44	1239 38	.....	90 00	2269 82	80
Shelburne .....	106064	543 40	569 45	.....	46 66	1159 50	58
Barrington .....	97127	418 24	615 96	.....	43 35	1077 45	69
Victoria .....	89072	962 27	907 73	.....	.....	1870 00	76
Yarmouth .....	150659	758 50	878 53	20 28	69 64	1726 95	63
Argyle .....	119115	505 20	592 87	17 22	50 36	1405 63	81
Total—1892 .....	4805988	26061 05	31767 68	637 50	1440 00	59906 28	73
"    1891 .....	4689631	25770 82	31408 64	600 00	1260 00	58034 46	75
Increase .....	117357	290 23	358 04	37 50	180 00	871 77	.....
Decrease .....	.....	.....	.....	.....	.....	.....	2



**TABLE XVI.**—AVERAGE SALARY OF MALE TEACHERS FOR THE SCHOOL YEAR 1891-92.  
*From Rates paid during Term ended 30th April, 1892.*

COUNTY.	ANNUAL AVERAGE SALARY OF MALE TEACHERS.									
	1st CLASS—GRADES A AND B.			2nd CLASS—GRADE C.			3rd CLASS—GRADE D.			Total.
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	
Annapolis .....	\$112 08	\$286 40	\$398 48	\$84 06	\$210 37	\$294 43	\$56 04	\$110 00	\$166 04	
Antigonish .....	112 08	255 50	367 58	84 06	129 90	213 96	56 04	96 00	152 04	
Cape Breton .....	112 08	276 33	388 44	84 06	120 35	204 41	56 04	92 27	148 31	
Colchester .....	112 08	568 13	670 21	84 06	171 50	255 56	56 04	60 00	116 04	
Cumberland .....	112 08	470 80	582 88	84 06	187 68	271 72	56 04	200 00	316 04	
Digby .....	112 08	297 27	409 35	84 06	275 00	359 06	56 04	181 66	237 70	
Guyssboro' .....	112 08	410 00	522 08	84 06	146 00	230 06	56 04	110 00	186 04	
Halifax County .....	118 08	437 75	555 83	84 06	195 00	279 06	56 04	140 00	196 04	
"    City .....	112 08	805 78	917 86							
Hants .....	112 08	350 00	462 08	84 06	207 50	291 56	56 04	142 50	198 54	
Inverness .....	112 08	180 00	292 08	84 06	92 00	176 06	56 04	60 00	116 04	
Kings .....	112 08	357 76	469 84	84 06	202 60	286 66	56 04	121 22	177 26	
Lunenburg .....	112 08	366 00	478 08	84 06	137 50	221 56	56 04	115 00	171 04	
Pictou .....	112 08	543 00	655 08	84 06	120 00	244 06	56 04	106 00	162 04	
Queens .....	112 08	360 00	472 04	84 06	165 00	249 06	56 04	109 00	165 04	
Richmond .....	112 08	187 14	299 22	84 06	132 00	216 06	56 04	99 00	156 13	
Shelburne .....	112 08	294 00	406 08	84 06	212 73	296 79	56 04	137 50	193 54	
Victoria .....	112 08	306 00	418 08	84 06	128 00	212 06	56 04	92 00	148 04	
Yarmouth .....	112 08	428 73	540 81	84 06	212 00	296 06	56 54	200 00	256 04	
Total—1892 .....	112 08	376 87	488 95	84 06	171 39	255 45	56 04	124 01	180 05	
"    1891 .....	112 08	336 51	445 59	84 06	176 51	260 57	56 04	129 89	185 93	
Increase .....		40 36	40 36							
Decrease .....										
					6 12	6 12		5 88	5 88	

**TABLE XVI.—AVERAGE SALARY OF FEMALE TEACHERS FOR THE SCHOOL YEAR 1891-92.**  
*From Rates paid during Term ended April 30th, 1892.*

COUNTY.	ANNUAL AVERAGE SALARY OF FEMALE TEACHERS.									
	1ST CLASS—GRADE B.			2ND CLASS—GRADE C.			3RD CLASS—GRADE D.			
	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Provincial Grant.	From Section.	Total.	Total.
Annapolis .....	\$ 112 08	\$ 160 00	\$272 08	\$84 06	\$130 95	\$215 01	\$56 04	\$92 24	\$148 28	
Antigonish .....	112 08	122 00	234 08	84 06	120 62	204 68	56 04	85 50	141 54	
Cape Breton .....	112 08	376 33	388 41	84 06	120 84	204 90	56 04	92 27	147 07	
Colchester .....	112 08	193 80	305 88	84 06	148 73	232 79	56 04	91 03	147 82	
Cumberland .....	112 08	161 11	273 19	84 06	140 25	224 31	56 04	102 32	156 36	
Digby .....	112 08	125 56	237 64	84 06	117 73	201 79	56 04	109 75	165 79	
Guysboro .....	112 08	174 80	286 88	84 06	140 10	224 16	56 04	100 00	154 16	
Halifax County .....	112 08	200 50	312 58	84 06	168 00	252 06	56 04	96 50	152 54	
“ City .....	112 08	357 92	470 00	84 06	277 94	362 00	56 04	243 96	308 00	
Hants .....	112 08	173 68	285 76	84 06	143 20	227 62	56 04	99 50	155 54	
Inverness .....	112 08	140 00	252 08	84 06	82 02	166 08	56 04	58 00	114 04	
Kings .....	112 08	292 00	314 08	84 06	138 20	222 28	56 04	98 76	144 80	
Lunenburg .....	112 08	156 67	268 75	84 06	132 56	211 56	56 04	109 00	165 04	
Pictou .....	112 08	200 50	312 58	84 06	134 50	218 56	56 04	90 00	154 04	
Queens .....	112 08	166 34	278 42	84 06	130 00	214 06	56 04	112 50	166 54	
Richmond .....	112 08	148 67	260 75	84 06	100 00	184 06	56 04	93 12	149 16	
Shelburne .....	112 08	140 00	252 08	84 06	130 00	214 06	56 04	97 83	163 37	
Victoria .....	112 08	206 60	318 68	84 06	134 00	218 06	56 04	45 00	101 04	
Yarmouth .....	112 08	206 60	318 68	84 06	173 91	257 97	56 04	117 64	173 55	
Total, 1892 .....	112 08	188 69	295 77	84 06	140 18	224 24	56 04	102 39	156 43	
“ 1891 .....	112 08	178 95	286 03	84 06	139 00	223 06	56 04	107 52	163 56	
Increase .....		9 74	9 74		1 18	1 18		5 13	5 13	
Decrease .....										

TABLE XVII.—GOVERNMENT NIGHT SCHOOLS.

COUNTY.	SECTION.	TEACHER.	ASSISTANT.	Pupils enrolled.	Average attendance.	No. of Sessions.
Victoria	West Ingonish	J. M. Macritchie		34	22	50
"	Englishtown	C. C. McLean		29	15	45
Richmond.	West Arichat	James Hynes		33	14	32
"	D'Escause	Do.		39	14	27
Cumberland	Springhill—(1).	N. D. McTaviah.		54	23	37
"	" (1).		Lou Ella Logan.			
"	" (2).	Herbert Wood.		32	11	38
"	Joggins	Stiles Vance.		51	21	43
Lunenburg	Bridgewater	Geo. W. Huggins		37	21	50
"	Chester.	C. E. Williams.		34	18	42
Pictou	Albion Mines	Wm. A. McKay		98	48	49
"	"		J. W. Henderson			
"	Trenton	Wm. Dunbar		30	11	29
"	Westville	A. S. McKenzie		49	25	47
Inverness.	Beaton	Alex. D. McDonald.		106	53	27
"	Kingsville	Jas. R. Macdonald		29	10	30
"	E. S. Margaree	Arch. D. McLellan.		28	10	46
Cape Breton.	Sydney Mines	Wm. Haggarty		52	30	46
"	"		Jeremiah Sullivan			
"	Caledonia Mines	Stephen A. McDonald		33	10	36
"	Little Bras d'Or	Mark T. Collins		34	16	53
"	Mitchell.	Jas. A. Mitchell		20	8	53
"	Reserve Mines	Jas. W. Bissett		52	26	50
"	Low Point	Murdoch Matheson		52	12	51
"	Little Glace Bay	A. M. O'Handley		42	8	38
"	North Sydney	John D. McNeil		31	15	51
"	Bateson	Mark Bates		45	29	40
"	Bridgeport	Wm. Young		43	23	54



TABLE XVIII.—COUNTY ACADEMIES.

ACADEMY.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, AGE, &c.												No. of Females.	No. of Males.
		No. of Teachers.	No. of Assistants.	No. of Departments.	No. of Pupils enrolled during year.	Average No. of Pupils daily present during year.	Average No. of Pupils daily present during winter term.	Average No. of Pupils daily present during summer term.	No. of 1st year's Pupils.	No. of 2nd year's Pupils.	No. of 3rd year's Pupils.	No. of Pupils belonging to Section.	No. of Pupils from outside of County.	No. of Pupils under 16 years of age.	No. of Pupils over 16 years of age.	Average age of Pupils.		
Annapolis .....	W. M. McVicar, A. M.	1	1	1	43	22.5	20.7	24.3	29	9	4	11	...	16	26	15.4	24	18
Antigonish .....	Rev. D. A. Chisholm, D. D.	4	2	5	162	90.9	110.8	64.5	64	57	41	30	87	20	143	17.9	132	40
Cape Breton .....	E. T. Macken	2	...	2	81	43.6	52.6	34.7	37	27	17	44	15	17	64	19.	63	19
*Colchester .....	W. R. Campbell, B. A. ....	4	...	4	203	115.2	123.	105.1	113	55	25	133	6	185	68	15.5	111	92
Cumberland .....	{ H. S. Freeman, B. A. .... E. F. Lay .....	1	1	1	84	40.	33.6	47.4	31	36	17	68	...	25	59	15.5	34	50
Digby .....	John F. Godfrey, B. A. ....	1	1	1	34	17.8	17.5	18.2	8	13	13	27	6	11	23	16.	16	18
Guysboro .....	{ T. M. Longley, B. A. .... Jas. J. Buchanan, B. A. ....	1	...	1	46	18.	18.4	17.6	22	28	1	37	9	30	16	15.	20	26
*Halifax .....	Howard Murray, B. A. ....	8	0	0	303	137.3	137.9	136.4	124	91	50	227	57	89	214	15.9	141	162
Hants .....	John A. Smith, B. A. ....	1	1	1	47	27.9	31.9	23.9	24	16	7	38	8	11	36	15.	20	27
Inverness .....	{ John E. Escon, B. A. .... D. S. McIntosh, B. A. ....	1	1	1	51	20.	23.5	13.1	16	20	6	40	11	18	33	17.	26	26
Kings .....	Angus McLeod	2	81	2	81	43.3	40.8	45.9	33	26	22	64	16	46	34	15.3	30	51
Lunenburg .....	B. McKittick, B. A. ....	1	1	1	58	31.	31.	31.2	33	17	8	43	14	19	39	16.	13	45
*Pictou .....	Robt. McLellan	4	261	4	261	130.4	160.	114.6	85	76	71	123	84	66	196	16.9	136	125
Queens .....	Nicholas Smith	1	1	1	52	30.7	30.7	30.7	23	19	10	30	21	5	47	16.5	20	32
Shelburne .....	C. Stanley Bruce	1	1	1	48	27.2	26.9	26.5	18	22	8	40	7	19	29	16.	21	27
Victoria .....	{ M. R. Tuttle, B. A. .... J. E. Johnson, B. A. ....	1	1	1	49	22.8	27.	18.4	32	11	6	28	11	14	35	16.	29	30
Yarmouth .....	A. Cameron	2	2	2	94	56.	56.	53.	47	30	17	89	5	26	68	15.6	43	51
Total, 1892 .....		36	6	35	1606	892.6	994.3	862.6	789	537	400	1122	394	567	1139	16.1	834	884
" 1891 .....		33	4	25	1663	906.1	998.8	791.1	716	568	394	1097	383	568	1096	15.9	847	816
Increase .....		3	2	...	35	27.5	5.5	61.5	25	4	6	26	12	...	34	2	15	18
Decrease .....		...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

\*Where double figures occur in connection with the Returns of these Institutions, the upper indicates the third year pupils: the lower the fourth.

TABLE XVIII.—COUNTY ACADEMIES.—Continued.

ACADEMY.	LIBRARY AND APPARATUS.						INCOME.		EXPENDITURE.			
	No. of Bound Volumes in Library.	No. of Globes.	No. of Wall Maps.	No. of Dictionaries and Gazetteers.	Cash Value of other Apparatus.	From Fees.	Provincial Grant.	From other Sources.	Salaries of Teachers.	Expended on Buildings.	Expended for Books and Apparatus.	Miscellaneous.
Annapolis .....	2	2	17	3	\$ 75 00	.....	\$492 38	\$ 425 62	\$ 900 00	.....	\$ 18 00	.....
Antigonish .....	2020	3	26	5	620 00	.....	500 00	2820 00	2500 00	50 00	70 00	\$ 200 00
Cape Breton .....	250	2	22	5	270 00	.....	984 76	730 24	1600 00	100 00	15 00	.....
Colchester .....	55	1	9	7	400 00	.....	1477 15	2347 85	8175 00	50 00	200 00	400 00
Cumberland .....	5	2	10	3	.....	.....	492 38	607 63	1100 00	.....	.....	.....
Digby .....	.....	1	7	1	80 00	.....	492 38	708 16	780 00	.....	122 78	325 76
Guyaboro .....	200	1	8	2	35 00	.....	492 38	257 62	750 00	.....	.....	.....
Halifax .....	700	1	37	7	1200 00	187 33	1693 81	9096 76	6906 06	219 00	221 00	6601 84
Hants .....	.....	3	12	2	100 00	.....	492 38	451 62	900 00	.....	44 00	.....
Inverness .....	2	1	10	2	25 00	.....	492 38	382 62	750 00	20 00	80 00	75 00
Kings .....	.....	2	11	1	150 00	.....	734 76	880 24	1500 00	100 00	15 00	.....
Lenenburg .....	150	2	20	8	200 00	.....	492 38	887 62	1000 00	100 00	150 00	100 00
Pictou .....	1180	2	53	4	1500 00	270 00	1686 81	2010 83	3400 00	188 64	12 00	378 50
Queens .....	.....	2	20	7	40 00	.....	492 38	287 62	750 00	.....	.....	.....
Shelburne .....	40	2	25	2	70 00	.....	492 38	292 63	750 00	25 00	10 00	.....
Victoria .....	.....	2	7	2	30 00	.....	475 71	814 29	725 00	12 00	28 00	30 00
Yarmouth .....	.....	2	24	7	300 00	.....	984 76	1168 24	2100 00	.....	50 00	.....
Total, 1892 .....	4572	31	318	63	\$5095 00	\$427 33	\$12976 18	\$23104 07	\$29553 08	\$964 64	\$950 78	\$5106 10
" 1891 .....	4371	28	312	59	4430 00	503 50	14123 33	21756 39	29176 75	1371 00	5770 50	9257 97
Increase .....	201	3	6	4	665 00	76 17	1147 15	1347 68	379 31	508 36	403 28	151 87
Decrease .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XVIII.—COUNTY ACADEMIES—Continued.

## STUDIES OF PUPILS.

ACADEMIES.	English Language.			Composition.			English Literature.			Geography.			History.			Arithmetic.			Geometry.			Algebra.			Practical Mathematics.			Industrial Drawing.			
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.			
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	
Annapolis.....	29	9	4	29	9	4	29	9	4	29	9	4	29	9	4	29	9	4	29	9	4	29	9	4	29	9	4	29	9	4	
*Antigonish ..	64	57	12	64	57	12	64	57	12	64	57	12	64	57	12	64	57	12	64	57	12	64	57	12	64	57	12	64	57	12	
Cape Breton..	37	27	17	37	27	17	37	27	17	37	27	17	37	27	17	37	27	17	37	27	17	37	27	17	37	27	17	37	27	17	
*Colchester..	113	55	10	113	55	10	113	55	10	113	55	10	113	55	10	113	55	10	113	55	10	113	55	10	113	55	10	113	55	10	
Cumberland ..	30	35	14	30	35	14	30	35	14	30	35	14	30	35	14	30	35	14	30	35	14	30	35	14	30	35	14	30	35	14	
Digby .....	8	13	13	8	13	13	8	13	13	8	13	13	8	13	13	8	13	13	8	13	13	8	13	13	8	13	13	8	13	13	
Guyaboro .....	17	17	8	17	17	8	17	17	8	17	17	8	17	17	8	17	17	8	17	17	8	17	17	8	17	17	8	17	17	8	
*Halifax .....	124	91	50	124	91	50	124	91	50	124	91	50	124	91	50	124	91	50	124	91	50	124	91	50	124	91	50	124	91	50	
Hants .....	24	16	7	24	16	7	24	16	7	24	16	7	24	16	7	24	16	7	24	16	7	24	16	7	24	16	7	24	16	7	
Inverness .....	16	29	6	16	29	6	16	29	6	16	29	6	16	29	6	16	29	6	16	29	6	16	29	6	16	29	6	16	29	6	
Kings .....	33	26	22	33	26	22	33	26	22	33	26	22	33	26	22	33	26	22	33	26	22	33	26	22	33	26	22	33	26	22	
Lunenburg .....	33	17	8	33	17	8	33	17	8	33	17	8	33	17	8	33	17	8	33	17	8	33	17	8	33	17	8	33	17	8	
*Pictou .....	85	76	71	85	76	71	85	76	71	85	76	71	85	76	71	85	76	71	85	76	71	85	76	71	85	76	71	85	76	71	
Queens .....	20	21	9	20	21	9	20	21	9	20	21	9	20	21	9	20	21	9	20	21	9	20	21	9	20	21	9	20	21	9	
Shelburne .....	18	23	8	18	23	8	18	23	8	18	23	8	18	23	8	18	23	8	18	23	8	18	23	8	18	23	8	18	23	8	
Victoria .....	32	11	6	32	11	6	32	11	6	32	11	6	32	11	6	32	11	6	32	11	6	32	11	6	32	11	6	32	11	6	
Yarmouth .....	47	30	17	47	30	17	47	30	17	47	30	17	47	30	17	47	30	17	47	30	17	47	30	17	47	30	17	47	30	17	
Total, 1892.	730	552	365	730	552	365	730	552	365	730	552	365	730	552	365	730	552	365	730	552	365	730	552	365	730	552	365	730	552	365	
" 1891.	714	555	281	714	555	281	714	555	281	714	555	281	714	555	281	714	555	281	714	555	281	714	555	281	714	555	281	714	555	281	
Increase .....	16	...	84	16	...	84	16	...	84	16	...	84	16	...	84	16	...	84	16	...	84	16	...	84	16	...	84	16	...	84	16
Decrease .....	...	3	...	...	3	...	...	3	...	...	3	...	...	3	...	...	3	...	...	3	...	...	3	...	...	3	...	...	3	...	...

See foot-note on page 35.

\*See foot-note on page 33.

TABLE XVIII.—COUNTY ACADEMIES—Continued.

ACADEMY.	STUDIES OF PUPILS.																										
	Book-keeping.			Physics.			Botany.			Chemistry (Inorganic).			Chemistry (Agricultural).			Latin.			Greek.			French.			German.		
	Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.			Year.		
	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.	I.	II.	III.
Annapolis .....	29	9	4	4	1	4	29	8	4	6	4	4	29	8	4	29	8	4	2	4	4	9	4	4	9	4	4
*Antigonish .....	50	55	5	50	29	50	50	50	4	45	25	4	30	25	8	43	47	25	7	9	25	27	12	28	27	12	28
Cape Breton .....	14	19	8	24	22	17	10	17	17	22	17	17	17	17	17	7	5	4	2	2	8	7	6	8	7	6	8
*Colchester .....	113	55	4	113	55	4	113	55	10	55	10	10	4	10	10	113	53	10	8	8	20	20	10	5	14	14	14
Cumberland .....	30	85	20	30	14	20	30	14	13	20	1	1	1	1	1	30	35	14	1	4	4	4	4	4	4	4	4
Digby .....	4	9	8	11	8	11	8	11	13	20	1	1	1	1	1	5	5	3	1	4	7	2	2	2	2	2	2
Guyaboro' .....	17	17	1	12	104	13	109	6	7	32	45	6	16	7	7	11	5	3	1	1	1	1	1	1	1	1	1
*Halifax .....	124	6	12	13	36	13	109	6	6	32	45	6	16	7	7	11	5	3	1	1	1	1	1	1	1	1	1
Hants .....	24	16	24	24	7	24	24	7	16	16	7	16	16	7	7	20	4	4	20	17	17	17	17	17	17	17	17
Inverness .....	16	29	16	29	1	16	29	1	26	20	13	13	13	13	13	8	19	6	3	3	5	4	3	5	4	3	
Kings .....	83	26	22	33	17	33	33	17	17	17	8	17	17	8	17	12	8	3	1	1	7	6	8	6	8	8	
Lunenburg .....	83	17	58	68	11	40	59	74	68	68	40	40	17	8	108	12	8	3	1	1	3	10	3	10	3	10	
*Pictou .....	86	76	58	68	11	40	59	74	68	68	40	40	17	8	108	49	48	29	12	20	30	34	1	20	34	1	
Queens .....	15	9	6	15	10	6	15	10	6	6	6	6	6	6	6	10	12	9	3	3	6	6	6	6	6	6	
Shelburne .....	18	22	8	23	8	8	23	8	8	8	8	8	8	8	8	7	6	1	1	1	1	1	1	1	1	1	
Victoria .....	26	11	1	19	1	1	26	11	4	26	11	6	26	11	5	8	4	6	6	6	6	6	6	6	6	6	6
Yarmouth .....	45	9	36	36	13	7	28	13	7	17	12	12	17	12	2	10	8	7	8	8	24	27	15	8	24	27	
Total—1892 .....	676	490	82	399	142	195	587	347	42	26	354	230	30	74	88	470	352	308	3	59	161	118	225	183	54	52	
" 1891 .....	541	437	97	476	186	186	641	348	19	313	231	59	59	122	253	54	393	356	287	2	98	149	155	222	115	73	
Increase .....	95	17	15	127	44	9	46	21	23	41	1	30	16	16	34	74	4	19	1	39	2	3	68	3	68	19	
Decrease .....																											

\* See foot note on page 26.

\* See foot note on page 35.

TABLE XIX.—SPECIAL INSTITUTIONS.

INSTITUTION.	PRINCIPAL.	INSTRUCTORS.			NUMBER OF PUPILS, THEIR AGE, ETC.															EXPENSES.	
		No. of Regular Teachers.	No. of Regular Assistants.	No. of Assistants engaged part of time for special branches.	Whole No. of Pupils enrolled during year.	Average No. of Pupils on roll.	Average No. of Pupils daily present.	No. of New Pupils for year.	No. of former Pupils 2nd year of attendance.	No. of former Pupils 3rd year of attendance.	No. of enrolled Pupils belonging to Municipality or Town.	No. belonging to County but outside of Municipality or Town.	No. from outside of Co.	No. from Nova Scotia.	No. from other Countries.	No. of Pupils under 15 years of age.	No. of Pupils 15 years of age and upwards.	Average age of Pupils.	Annual Tuition Fee--Ad- vanced Pupils.	No. of weeks in session during year.	
Institution for Deaf & Dumb.	Jas. Fearson.....	6	5	2	72	63	63	12	19	41	.....	.....	.....	54	18	45	17	12	.....	42	
School for the Blind.....	C. F. Fraser.....	5	.....	6	53	46	46	13	.....	.....	.....	.....	.....	22	31	25	28	.....	.....	40	

TABLE XIX.—SPECIAL INSTITUTIONS—Continued

INSTITUTIONS.	No. Studying the LANGUAGES—ENGLISH.							FINE ARTS.			MATHEMATICS.			HISTORY.		Prizes	
	Reading and Recitation.	Spelling.	Grammar and Analysis.	Composition.	Rhetoric.	Music.	Drawing.	Penmanship.	Arithmetic.	Algebra.	Geometry.	Modern Geography.	British.	Roman.	English Literature.	No. awarded during the year.	Value of Prizes awarded during year.
Institution for Deaf and Dumb.....	24	21	18	15	.....	.....	76	75	75	.....	.....	80	13	.....	.....	8	.....
*School for the Blind .....	.....	.....	.....	.....	.....	27	....	15	31	8	14	23	21	5	16	8	23

No. studying science..... 4  
 Braille system of point writing..... 16  
 Kindergarten..... 13  
 Singing..... 11  
 Reading and Writing Music..... 20  
 Theory of Music..... ..

TABLE XIX.—SPECIAL INSTITUTIONS—Continued.

INSTITUTIONS.	ROOMS, &c.		LIBRARY AND APPARATUS.						INCOME.				EXPENDITURE.					
	No. of School Rooms and Class Rooms.	Style of Desks.	No. of Globes.	No. of good Wall Maps.	No. of Dictionaries and other Apparatus.	Estimated Cash Value of other Apparatus.	Estimated Cash Value of all Apparatus.	From Fees and Contributions.	From Rates and Invested Funds.	Provincial Grant.	Total.	Salaries of Instructors.	Average of Salaries.	Expended on Buildings and Repairs.	Expended for Books and Apparatus.	Miscellaneous.	Total.	
Institution for Deaf and Dumb..	2	Dawson ..	2	38	...	...	...	\$305	\$3065	\$6540	\$9625	\$3038	...	\$267	\$115	\$6781	\$10201	
School for the Blind .....	9	Horseshoe.	1	8	2	...	...	...	...	...	...	...	...	...	...	...	...	

**TABLE XX.**  
**SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION.**

1892.

Common Schools .....	167,498 85
Normal School .....	6,995 00
Institution for Deaf and Dumb .....	3,090 00
Halifax School for the Blind .....	1,575 00
Manual Training School .....	750 00
County Academies .....	12,976 18
Inspection .....	13,050 00
Expenses (office) .....	1,265 59
Salaries (office) .....	4,200 00
Examination .....	995 15
School of Agriculture .....	1,569 76
Travelling Expenses N. S. Pupils .....	758 55
Government Night Schools .....	1,705 65
	<u><u>\$216,429 73</u></u>



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PART III.

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APPENDICES.

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## APPENDIX A.

## REPORT OF THE NORMAL SCHOOL.

A. H. MACKAY, ESQ., B. A., B. SC., LL. D.,

*Supt of Education, Halifax, N. S.*

SIR,—

I have the honor to submit my twenty-fourth annual report of the Provincial Normal School as follows :—

The session opened on Wednesday, November 4th, 1891, and closed on Thursday, July 7th, 1892.

The total number of students enrolled was one hundred and fourteen, of whom sixty-four attended throughout the whole session. The average attendance was twenty-eight weeks. Eighty-one students were awarded diplomas, twenty-one receiving a diploma of the first-class, and sixty a diploma of the second class.

The Governor General's medals were awarded as follows :—

Ella Rettie.....	Silver Medal.
Clara Willett.....	“ “
Naomi Borden.....	Bronze Medal.
E. May Hunter.....	“ “
Lamont Givan.....	“ “

Prof. A. G. MacDonald, A. M., who had been appointed on the teaching staff of the Institution during the preceding year, entered upon his duties as instructor in Mathematics and Physics at the beginning of the session. His accurate scholarship, superior teaching ability, and sound judgment, render him a valuable acquisition to the Institution.

The past year marks the close of an epoch in the history of the Normal School. Its curriculum has hitherto embraced both academic and professional work. Until recently the double function was in a measure necessary, on account of the lack of facility in

many parts of the Province for obtaining the scholarship required for the various grades of license. Probably in no feature of educational work has Nova Scotia made such marked progress within the past few years as in the development of its high schools, so that ample opportunity is now afforded in every county for securing the scholarship demanded of our teachers. I think, therefore, that the Council of Public Instruction has very properly determined to eliminate much of the academic work from the Normal School curriculum, and restrict the Institution more closely to its legitimate function of a training school. The friends of the Institution and of education, must hail this measure as a most important step in advance. In taking leave of the old order of things, I have thought it not out of place to give a brief sketch of some of its leading features.

The Provincial Normal School probably owes its existence in so far as the inception of the idea is concerned, to Sir Wm. Dawson, the first incumbent of that office which you, sir, so worthily fill. He strongly urged on the government of the day, two measures for the betterment of the educational system of the Province,—a Normal School for the professional training of teachers, and Free Schools, supported in large measure by assessment. His recommendation for a Normal School was adopted with little delay, but the idea of Free Schools was deemed too revolutionary, and it required another decade with careful nurture for development before it could be realized.

The Normal School was opened in November 1855. The first building was of mean proportions and unimposing appearance. The total cost of land and structure was only about \$6000. But the day of small things was not to be despised, and the friends of educational progress recognized in the establishment of the Institution the beginning of a new and better era in the common school education of the Province.

Thirty-seven years have completed their circles since first the doors of the Normal School were open for the reception of students. During these years 4,630 students have been enrolled on its Register, making a yearly average of one hundred and twenty-five. Taking into consideration that during these years attendance at Normal School was entirely at the option of those who were seeking for license to teach in our public schools, and that the graduates of the institution enjoyed no special privileges and received no consideration or recognition above others, this attendance shows a good degree of enterprise among the teachers, and of appreciation on their part of the merits of the school. On the whole, I think our graduates have most creditably maintained the honor of the Institution and have borne an important part in promoting the efficiency of our schools, and in the uplifting of our educational ideal to a higher plane. Often, especially in the earlier years, their work was little appreciated. Their ignoring of the *a b c* as a necessary first step in reading, their object lessons, their new methods of teaching, their singing, march-

ing, and other new-fangled notions, were too radical to suit the conservative fathers and mothers of the old school. Often they were able to secure toleration only by toning down and tempering their methods and tactics to the measure of forbearance or endurance which their patrons were disposed to exercise. After a useful period of service in the school room many of our graduates have exchanged their vocation for some other honorable pursuit. They may be found to-day among those who guide the affairs of State around our Council Board and in our Legislative Halls, or they hold high rank among our farmers, our clergy, our physicians, and our lawyers; many of them are in other and distant lands as missionaries of the Gospel, or while changing their country they still hold to the old business as teachers of the young. To one and all, wherever and however employed, the Normal School bears them kindly feeling and sends them cordial greeting.

For over thirteen years, from its opening until April 1869, Rev. Alexander Forrester, D. D., presided over the Institution. Possessing broad and advanced views as to the true character of education beyond the prevailing sentiment of his time, he gave effect to his noble thoughts by a fine presence, by grace of manner, and by an indefinable persuasive power. But perhaps his great source of power lay in his glowing enthusiasm and inspiring personality. He kindled a fire in the heart of many a student who carried a benign influence to the remotest corners of the land. Dr. Forrester had no holidays. His vacation was simply an exchange of the narrow confines of the class room for the wider field of the whole Province; he exchanged his class of pupil teachers for the parents and others whom he could call together at every important centre throughout the Province. The fruits of his labor came in the fullness of time when our free schools made the blessing of education available to every child in the Province.

There has been considerable development in the original equipment and staff of the Institution. The building now occupied is a stone and brick structure of fine appearance, as shown by the cut given in your report of this year. The Faculty has been increased from three regular instructors to twice that number. We have also a Model School of two different departments and a Kindergarten in the Normal School Building.

I have been looking backwards. What of the future? Without detracting from the merits of the work of the Normal School in the past, I feel assured that something better should be expected in the years to come. Improved conditions of working widen the possibilities, and cannot fail to secure higher achievement. The students will enter upon their professional work with the advantage of higher scholarship and the increased mental discipline which comes from the acquisition of that scholarship, and so they will be the better prepared for the comprehension of pedagogical principles and for the attainment of practical skill in teaching.

I am not prepared, however, to say that henceforth we should withhold all efforts to advance the scholarship of our students. By no means. The Institution will no longer be a mill to grind crude material into some approach to shapeliness and due proportion. But there will be need of careful attention to scholarship. Students will come to us, it is true, duly accredited from the Academy, and with their certificate of scholarship signed by government officials; but these certificates will be based on a general average of qualifications, and they may be held by students of low attainments in some branches of the curriculum. That this is probable is shown by a "Summary of Marks" now before me obtained by a recent applicant for a license of Class C. The "Rectified Average" is 57.3, while the average on the three subjects Geography, History of British America, and British History is 25. It must be the duty of the Faculty to search out defects and strengthen what is weak.

Indeed I am inclined to think that our professional course should require students to review every subject of the Common School curriculum. Normal School students need to look at these subjects from the teacher's stand-point. As learners they may have traversed the whole field of a subject, but they have never analyzed the processes by which they acquired their knowledge, and they have forgotten the steps by which they reached their present position. Probably they never clearly apprehended the relation of these steps to each other. Standing in the clear light of present knowledge, they simply know what they know; but do not know how they know. May it not be that profound knowledge may sometimes be a cause of failure in the art of teaching? Through processes of thought the deeply learned student has travelled far away from concrete facts, and now regards his abstract generalizations as simple truths which every body should understand as well as he does. The very brilliancy of the light in which he stands may so blind him to his educational history that he does not see that path by which he felt his way in the dim light of the early morning. Hence the candidate for the teacher's office needs to review his knowledge for the purpose of discovering its historic development in his own mind, and to mark the successive steps by which he reached his present standpoint. His future work also requires that he study the educational values of the various subjects for purposes of mental discipline, and note how these values may vary according to the mode in which the subject is presented.

Then I think that the Normal School should aim to develop the love of study and to inspire its students with higher ideals. For these purposes I should feel inclined to emphasize the study of natural science and English literature, seeking in the one field to develop some degree of facility in laboratory work and original investigation, and in the other to develop a literary taste and broader views of human interests.

The well-equipped teacher needs to know something of everything and everything of something. The Normal School probably cannot

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give him this outfit. It ought to wake him up and stimulate him to keep his eyes open. Every school section has its individuality of character and needs special qualifications in its teacher, which can be acquired only on its own ground. The Normal School should give the teacher the Key of Knowledge by awakening his perceptions and making him responsive to his environment.

Respectfully submitted,

JOHN B. CALKIN.

*Normal School, Truro, N. S., Dec. 31, 1892.*

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## STUDENTS OF SESSION, 1891-'92.

### AWARDED FIRST CLASS DIPLOMAS.

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Bently, Janie.....	Upper Stewiacke, ....	Colchester.
Borden, George L.....	Berwick, ....	Kings.
Calnek, Matilda.....	Granville Centre, ....	Annapolis.
Freeman, Binney S. ....	Montague,.....	Kings.
Morton, Howard A.....	New Germany.....	Lunenburg.
Macaskill, John J.....	Little Narrows .....	Victoria.
Macdonald, Wm. H. ....	Truro, .....	Colchester.
Morris, Sadie.....	Walton, .....	Hants.
McNeil, Emily E.....	Gore, .....	Hants.
Mullins, Jennie E.....	Liverpool, .....	Queens.
MacKenzie, Annie H.....	New Glasgow.....	Pictou.
Murray, Sadie A. ....	New Glasgow, .....	Pictou.
Rettie, Ella .....	Truro, .....	Colchester.
Shaw, Arthur M. ....	Middleton, .....	Annapolis.
Smith, Eva C .....	Salmon River, .....	Halifax.
Schaffner, Gertrude .....	Truro, .....	Colchester.
Sommerville, Jennie.....	Truro, .....	Colchester.
Stapleton, Wm. ....	Hartford, .....	Cumberland.
Woodland, George H.....	Wallace,.....	Cumberland.
Webber, Eva A.....	Chester,....	Lunenburg.
Willett, Clara E.....	Tupperville, ....	Annapolis.

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### AWARDED SECOND CLASS DIPLOMAS.

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Anderson, Jennie.....	Musquodoboit Harbor,	Halifax.
Anthony, Bertha.....	Kennetcook,.....	Hants.
Bradshaw, Frank.....	Nictaux, .....	Annapolis.
Beattie, Robt. ....	Amherst,.....	Cumberland.
Borden, Naomi.....	Port Williams, .....	Kings.
Burris, Mary.....	Upper Musquodoboit,	Halifax.
Black, Florence J.....	Amherst, .....	Cumberland.
Boyle, Hugh C.....	Strathlorne, .....	Inverness.
Cunningham, Wm. A.....	Tatamagouche, ....	Colchester.
Coleman, Edna F.....	Lakeville, .....	Kings.
Collie, Ezelia Alice.....	Milton, .....	Queens.
Carman, Laura F.....	Bedford,.....	Halifax.



Cook, Clara . . . . .	Gay's River, . . . . .	Colchester.
Creelman, Maud . . . . .	Masstown, . . . . .	Colchester.
Daniels, Teresa M. . . . .	Liverpool, . . . . .	Queens.
Davidson, Milton D. . . . .	Aylesford, . . . . .	Kings.
Davison, George W. . . . .	Woodville, . . . . .	Hants.
Freeman, Kate K. . . . .	Milton, . . . . .	Queens.
Givan, Lamont . . . . .	Port Williams, . . . . .	Kings.
Hopkins, Florence . . . . .	Centre Rawdon. . . . .	Hants.
Hennigar, Edith . . . . .	Canning, . . . . .	Kings.
Hunter, E. May . . . . .	Springhill, . . . . .	Cumberland.
Hiltz, Ida J. . . . .	Chester, . . . . .	Lunenburg.
Hiltz, Jessie L. . . . .	Chester, . . . . .	Lunenburg.
Johnson, Hattie M. . . . .	Greenfield, . . . . .	Colchester.
Keith, Ethel . . . . .	Advocate Harbor, . . . . .	Cumberland.
Kirkpatrick, Lottie B. . . . .	Aylesford, . . . . .	Kings.
Lewis, Gertrude . . . . .	Truro, . . . . .	Colchester.
Lightbody, Maggie . . . . .	Belmont, . . . . .	Colchester.
McGillivray, Angus J. . . . .	Dunmaglas, . . . . .	Antigonish.
McLeod, Bessie J. . . . .	New Laing, . . . . .	Pictou.
Miller, Alice L. . . . .	Folly Village, . . . . .	Colchester.
McCully, Juliet . . . . .	Truro, . . . . .	Colchester.
McElhinney, Mary A. . . . .	Masstown, . . . . .	Colchester.
Macdonald, Anna M. . . . .	N. E. Margaree, . . . . .	Inverness.
Morehouse, Lottie G. . . . .	Centerville, . . . . .	Digby.
Moffat, Clara L. . . . .	Little Bras' d'Or, . . . . .	Cape Breton.
McNeill, Bessie J. . . . .	Berwick, . . . . .	Kings.
Nicolson, Jennie . . . . .	Gulf Shore, . . . . .	Cumberland.
Oxley, Priscilla . . . . .	Springhill, . . . . .	Cumberland.
Patterson, Maggie . . . . .	Tatamagouche, . . . . .	Colchester.
Purdy, Annie M. . . . .	Springhill, . . . . .	Cumberland.
Park, Libbie . . . . .	Beaver Brook, . . . . .	Colchester.
Payzant, Lucille E. . . . .	Windsor Forks, . . . . .	Hants.
Ross, M. Janetta . . . . .	Piedmont, . . . . .	Pictou.
Reid, Abbie J. . . . .	M. Musquodoboit, . . . . .	Halifax.
Reid, Nancy A. . . . .	M. Musquodoboit, . . . . .	Halifax.
Ross, Maggie . . . . .	Cow Bay, . . . . .	Cape Breton.
Stephens, Laura . . . . .	Walton, . . . . .	Hants.
Sutherland, Mary G. . . . .	Truro, . . . . .	Colchester.
Smith, Daisy . . . . .	Shinimicas, . . . . .	Cumberland.
Schofield, Florence . . . . .	Vesuvius, . . . . .	Kings.
Smith, Edith . . . . .	Walton, . . . . .	Hants.
Taylor, Lillie Jane . . . . .	Lower Onslow, . . . . .	Colchester.
Tingley, Gussie M. . . . .	Amherst. . . . .	Cumberland.
Wilson, Florence B. . . . .	Windsor Junction, . . . . .	Halifax.
Wilson, Edna H. . . . .	Truro, . . . . .	Colchester.
Webber, Emily . . . . .	Chester, . . . . .	Lunenburg.
Webber, Bessie A. . . . .	New Germany, . . . . .	Lunenburg.
Zinck, Ella . . . . .	Lunenburg, . . . . .	Lunenburg.

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**AWARDED D. CERTIFICATE.**


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Armstrong, Mertie .....	Port Medway .....	Queens.
Blair, Carrie T .....	Truro .....	Colchester.
Grant, Stella .....	Hardwood Land .....	Hants.
Higgins, A. Alice .....	Central Onslow .....	Colchester.
Johnson, Addie C .....	E. Mountain .....	Colchester.
Lindsay, Cora M. ....	Belmont .....	Colchester.
Lindsay, Lizzie B. ....	Belmont .....	Colchester.
Pearson, Frances E. ....	Truro .....	Colchester.
Sibley, Susan J. K. ....	L. Meagher's Grant..	Halifax.
Taylor, Georgie .....	Lower Onslow .....	Colchester.

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**GRADUATES OF FORMER YEARS.**


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Carty, Maggie E .....	Deep Brook .....	Annapolis.
Sinclair, Alice M. ....	N. E. Lochaber .....	Antigonish.

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**COURSE UNCOMPLETED.**


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Bigney, Ada .....	Truro .....	Colchester.
Belfountain, Cecelia. ....	West Chezzetcook .....	Halifax.
Blair, Edith .....	Onslow .....	Colchester.
Blanchard, Fred. A. ....	Truro .....	Colchester.
Cruickshank, Libbie. ....	Sunny Brae .....	Pictou.
Ferguson, Creighton .....	Hardwood Land .....	Hants.
Kempton, Enos .....	Milton .....	Queens.
Lyons, Mamie J. ....	Onslow .....	Colchester.
Mack, Edward E. ....	Mill Village .....	Queens.
McLean, M. Alena .....	Weston .....	Kings.
McKeen, Gussie .....	Melrose .....	Guysboro'.
McQuien, Mary S .....	Kewstone .....	Inverness.
McMillan, Christina. ....	Whycocomah .....	Inverness.
McIntosh, Julia .....	Truro .....	Colchester.
McMullen, Teresa .....	Truro .....	Colchester.
Nelson, Blanche .....	Truro .....	Colchester.
Purdy, Fanny .....	Wallace .....	Cumberland.
Reid, Maggie D .....	Greenfield .....	Colchester.
Rutherford, Maggie .....	M. Stewiacke .....	Colchester.
Taylor, Minnie .....	L. Onslow .....	Colchester.
Winchester, Maggie R. ...	Joggin Bridge .....	Digby.

Total number enrolled .....	114
Number awarded First-Class Diplomas .....	21
"          "      Second-Class " .....	60
"          "      Third-Class Certificate .....	10
Former Graduates .....	2
Number whose course is not completed .....	21



APPENDIX B.

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REPORTS OF INSPECTORS OF SCHOOLS.

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## DISTRICT No. 1.—HALIFAX.

HINKLE CONDON, *Inspector.*

Sir,—

At the last meeting of the Board of Commissioners for the Western District, a petition was presented for the division of a section which has seldom made an average daily attendance of 30. The principal reason given by the petitioners was that some of the children were obliged to walk three miles to attend school.

The Board, recognizing the importance of following the Regulations of the Council of Public Instruction, viz., "That such bounds should always be determined upon as will enable the people of all the sections to educate their children in the most efficient and economical manner, which can be attained only by means of large school sections," refused to grant the petition.

The action is to be commended, for it is certainly better for children to walk 2 or 3 miles to a *good* school than to have an *inferior* one at their very door. But so strong is the prejudice in favour of a school near at hand that there is not a single instance in my experience of twenty-one years where the Commissioners have been asked to unite sections, although we have in this county *five* very weak and small ones which are so situated that they could be advantageously united to adjoining sections, thus enabling all the children within their bounds to attend a good school the year round. For example, we have two small sections where the one cannot average more than 8, even for the summer months, and the other gives for the "No. of children in the section from 5 to 15 years of age" as 24. If they were united we should have a school making an average of 25 or 30, and not a child would be compelled to walk more than  $2\frac{1}{2}$  miles. Another instance occurs where two school-houses are located within one hundred rods of each other. The "No. of children in these sections from 5 to 15 years of age" is 35, and the average of daily attendance 26. "The several Boards of Commissioners have power to unite two or more school sections into one school section, on a petition of a majority of the

ratepayers of each section." If discretionary power could be vested in the several Boards of Commissioners, subject to the sanction of the Council of Public Instruction, some of our poor schools would become efficient and a considerable amount could be saved, not only in Halifax county, but, I am quite sure in other districts.

#### HOUSES ERECTED IN THE WESTERN DISTRICT.

East Dover, notwithstanding the hard times, caused by the failure of fish, during the past season, has now a large and convenient house capable of accommodating 60 pupils. This is in striking contrast with West Dover section where they have been allowed for all these years the use of a building which never was fit for a public school house and must be condemned. The African section near Hammond's Plains, by the aid of sixty dollars from the County Fund, will have ready for occupation by the 1st of April, a school-house that will be a credit to the settlement.

Montague, wisely taking advantage of the gold boom, has also provided a thoroughly good house.

Chezzetcook, No. 65, has made extensive repairs, so that with the graded school-house in the Grand Desert section, No. 65½, this French Settlement has excellent school accommodation for 240 children. No. 65 has the finest and largest school grounds in the county.

The East Dover, Montague, Cow Bay and Chezzetcook houses are furnished with approved patent desks.

Lower Jeddore, West, in the Eastern District, has now a school-house in keeping with this enterprising community.

Ecum Secum, situate 110 miles east of Halifax, has at last a suitable house, ready for November 1st.

Several of the poorest houses have been repaired. On the whole Halifax County has done well in providing school-houses and voting supplies for the support of schools; but in school apparatus all are not up to the standard.

#### SCHOOL WORK.

Dr. Philbrick, Superintendent of the Public Schools of Boston for twenty-eight years, in his last report says:—

"In the management of educational affairs the chief problem is to secure good teachers. All other parts of the business are of secondary importance. It is through the immediate agency of teachers that other educational provisions and appliances are put to use for the attainments of the desired ends. Hence the principal test of the merits of a school system is found in the character and qualifications of the teachers in its service."

Grant that the "teacher makes the school," and in no way can we give a better idea of the improvement of our public schools than by following the examinations of candidates for licenses from year to year. I have had as assistant examiner for several years, a gentleman who has been familiar with the examination work since the inception of our Common School system. During the July examinations of 1892, when upwards of one hundred candidates of all grades, from D to A, were earnestly at work, losing not a minute of time, he called my attention to the many points and incidents that gave unmistakable evidence of improvement in those who are to carry on that noble work of developing mind and upbuilding character, on the success of which the future prosperity of our country mainly depends. No thoughtful person could observe those young people, so painstaking, so concentrated in their attention to the work in hand, without seeing a proof of the value of our schools in the past, and hope for their increasing excellence in the future.

The grades of the 133 teachers who taught the 5246 pupils for the winter term, were as follows :

Grade A.....	1
" B.....	8
" C.....	74
" D.....	50

The 151 teachers, in charge of 5,896 pupils for the summer term, were :

Grade A.....	1
" B.....	11
" C.....	81
" D.....	58

The *primary* teaching is greatly improved, and is especially to be marked in those who have had Normal School training, since the establishment of the model Kindergarten in Truro.

The teaching is less mechanical, more sympathetic, and therefore better adapted to the infant mind and more calculated to arouse and develop.

*Reading* is taught far more skillfully and by better methods, and perhaps the status of a school cannot be more correctly estimated, if only *one* branch could be taken, than by a reading lesson. This would apply to all grades, for the bright teacher can take the short exercises of the Primer and by intelligent treatment give the child a vivid sense of language, as the vehicle of thought and feeling.

*British American History* is taught in all of our schools, so that a majority of those who are in the 6th and 7th grades have a correct knowledge of the history of our country as given in Calkin's book.

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*Arithmetic* is the subject in which our schools are comparatively strong.

*Geography* in several of the schools is admirably taught.

*Temperance* is receiving attention, which depends very much on the personal estimate of its importance by the teacher ; but as we have several teachers, who are ardent temperance advocates, much faithful instruction which has already borne good fruit has been given. While, of course, the teacher should know enough to give valuable oral lessons, it is desirable that some suitable text book should be in the hands of the pupils. This book should be accurate in statement, moderate in tone, and quite low in price, so that it may be within reach of our poorest sections.

*The Tobacco Act*, is a step in the right direction, and the provisions of this act and the laws against intemperance should be carefully explained to the children, so that a correct public opinion on the improper use of narcotic stimulants may be formed in the school-room, in order that it may become a seed bed of progress and moral reform. In Nov., 1892, Mr. Craig, Grade A, was appointed Principal of the Dartmouth schools, but at the end of the term he was chosen by the government to succeed Inspector Lay, in District No. 10.

Mr. Miller, also Grade A, is now Principal, and arrangements have been made for doing High School work in Dartmouth for the future.

*The Kindergarten* under Miss Hamilton is not only doing well itself, but is a source of influence in other departments.

*City Schools.* During the months of March and April I visited the most of these schools, but in September and October I denied myself this pleasure and took the time journeying from section to section, for the second time in the term, in order to advise with teachers in regard to the new regulations. I only wish that I could have reached every section of the county, more especially as the Journal of Education containing a copy of the new regulations, was unavoidably somewhat late in reaching the sections.

The work done in the city schools is improving from year to year in range and efficiency. The primary schools are admirable in method and spirit. The best of them are in line with the Kindergarten.

*The High School* is increasingly attractive to our bright pupils of the county schools. Bedford has been very fortunate in the pupils who have attended from time to time the High School examinations. Two of the five candidates who went through with the A examination at the Halifax station were from this section.

*The Manual Training* department is, as elsewhere, realizing the expectations of its advocates, and making converts of those who, at first, were not in favor of it.

*Halifax* is in the path of progress, and may be proud of her system which, although not of long standing, is thoroughly well organized, so that a child beginning in the kindergartens may pass through all the grades of most excellent common schools, take a thorough course in the high schools, and then, having taken a degree in Arts, may finish with special training in one of the professions.

I have the honor to be, yours respectfully,

H. CONDON.

TO A. H. MACKAY, ESQ., B. A., B. SC., LL. D.,  
*Superintendent of Education.*

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DISTRICT No. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

Sir,—

I beg to submit the following brief report on the Public Schools of Lunenburg and Queens for the year ended October 31st, 1892.

I am pleased to say that Educational affairs, in this district, have been working very smoothly and satisfactorily the past year. The Gold River difficulty has at last been settled, and instead of strife and contention we have now two fine new school houses, and a registered attendance of over one hundred pupils enjoying school privileges, from which they have been deprived for the last four years.

Two new sections have been organized during the year, Lower Woodstock and Gold River, South, making 191 sections in the district, 145 in Lunenburg County and 46 in Queens County. There is now, in the entire district, only one small settlement without school, viz., Upper Woodstock, and I hope to see a school-house built in this section next summer.

The following tables comparing the attendance of the present year with that of 1891, show a steady increase :



## LUNENBURG COUNTY.

WINTER TERM.			SUMMER TERM.		
	No. of Schools.	No. of Pupils registered.	No. of Schools.	No. Pupils registered.	Total number of Pupils during year.
1891.....	156	6197	152	5755	7351
1892.....	161	6364	155	5837	7433
Increase..	5	167	3	82	82

## QUEENS COUNTY.

	No. of Schools.	No. of Pupils registered.	No. of Schools.	No. Pupils registered.	Total number of Pupils during year.
1891.....	50	1875	56	1980	2364
1892.....	54	1937	53	1831	2286
Increase..	4	62	3	149	78
Decrease..					

## LUNENBURG COUNTY.

1891.	Grand total attendance, Winter term.....	415,462
1892.	“ “ “ .....	413,608
	Decrease.....	1,854
1891.	Grand total attendance, Summer term.....	352,782
1892.	“ “ “ .....	362,747
	Increase.....	9,965
	Increase in grand total attendance 1892, over 1891.....	8,111

## QUEENS COUNTY.

1891.	Grand total attendance, winter term.....	124,026
1892.	“ “ “ .....	126,645
	Increase.....	2,619
1891.	Grand total attendance, summer term.....	126,482
1892.	“ “ “ .....	121,262
	Decrease .....	5,220
	Decrease in grand total attendance, 1892, from that of 1891 .....	2,601
	Increase in grand total attendance— <i>Lun.</i> and <i>Queens</i> , 1892, over 1891 .....	5,510

## TEACHERS EMPLOYED.

## WINTER TERM.

	A	B	C	D
Lunenburg Co.....	1	10	69	81
Queens " .....	2	4	32	16

## SUMMER TERM.

	A	B	C	D
Lunenburg Co.....	1	8	66	80
Queens " .....	2	6	30	15

## SALARIES.

The average annual salaries of teachers, from all sources, are given below, principals of academies not included :—

		<i>Lunenburg Co.</i>	<i>Queens Co.</i>
Males, Grade B.....		\$477.64	\$471.64
" C.....		221.23	248.73
" D.....		170.82	164.82
Females, Grade B..		\$268.31	\$277.98
" C.....		216.23	213.73
" D.....		164.82	158.32

Compared with last year, there is quite an increase in the salaries paid first class males—the others remain nearly the same.

*Improvements.*—Seven new school-houses have been built during the year, viz. : Garden Lots, Blue Rocks, Chester Basin, Gold River North, Gold River South, Lower Woodstock and North River. The two, first mentioned, are fine large buildings, thoroughly built, well lighted and ventilated, have separate entrances and lobbies, supplied with patent seats and desks and are, without exception, the best buildings of their class in the district.

The others are well suited to their respective sections and supply long felt wants. Extensive repairs have been made in a number of sections, and I am glad to notice that outbuildings are receiving more attention than formerly. Under this head may be mentioned Bridgewater, improvement to school grounds ; Fauxbourg, Upper Northfield, Fancy's, Greenfield, Pleasant River and Port Mouton, repairs to buildings.

Something is being done, from year to year, towards fencing and improving the school grounds in country sections but much yet remains to be done.

*Apparatus.*—While a few sections are still deficient in this respect, yet as a general rule, sufficient apparatus is at hand for the use of the efficient teacher. Scarcity of maps, particularly of the

Dominion and Maritime Provinces, was a great drawback; but within the last two years, this has been remedied to a great extent, so that now nearly every school is fairly well supplied.

*Teachers.*—We have had, during the past year, a large number of good teachers, a larger number of fair teachers and quite a number of poor ones. All, I think, have done the best they could. The failures were largely the result of lack of experience and practical training. More Normal School teachers have been employed in this district during 1892 than in any previous year, and I trust that the amended "Regulations regarding Licenses" will induce a great many more to obtain a Normal training. Teachers change less frequently than in former years, and there is no doubt that the one term system will lessen this evil still more.

*Course of Study.*—The course of study is being better understood and modified to suit circumstances, every year. When a teacher, at all capable, has been in the same school for a number of terms, we generally find that school well classified and up to the requirements of the course. The oral work does not receive full attention in our miscellaneous schools, yet good results are to be daily observed from what has been attempted.

*School Subjects.*—Reading is far from satisfactory. Not more than 10 per cent. of our miscellaneous schools have what I consider good reading, and in over 50 per cent. it is decidedly poor.

More interest is being taken in penmanship, and the improvement in the writing of pupils the past year has been marked.

Arithmetic, one of the most important branches, and one which takes up more time than any other in the course, was for a long time unsatisfactory. I spent considerable time trying to impress upon teachers the necessity of making the Arithmetic practical and of attaining to quickness and correctness in figures. The result has certainly been encouraging, and in this subject, at least, we may say good work has been done.

Grammar, Geography and History are taught to a greater or less extent in all the schools and with varying success. Teachers are gradually finding out that more *oral* instruction and less text-book give best results.

*High Schools.*—The Lunenburg and Liverpool Academies have had a prosperous year, and the candidates for licenses from these schools were more than ordinarily successful. All the departments of the common schools in connection with these institutions are under trained and experienced teachers, and do excellent work.

The Bridgewater and Mahone Bay schools are also in fine condition and increasing every year in efficiency and attendance. The

advanced department of the former does High School work exclusively, and that of the latter, 8th grade and 1st and 2nd year High School work. The Milton and Chester schools also do more or less H. S. work.

*Changes.*—The amended regulations which came in force November 1st, were the subject of considerable discussion in the profession. Nearly all our teachers strongly favor the annual term and we look for good results from the same. I have talked the High School course over with all our H. S. teachers and the general impression is that the work of the first and second years is rather heavy considering the age and attainments of pupils usually found entering these years. All are giving it a fair and earnest trial, knowing well, that any modification found necessary to be made in the interests of High Schools in general, will be made. The date of the annual school meeting, last Monday in June, is not well suited to our shore sections, as nearly all the ratepayers are away on the fishing grounds at that time. The latter part of March or first of April would suit such sections much better. I am glad to see that the section of the Act referred to anticipated such cases.

For reasons, known to you, I was only able to visit two-thirds of the schools during the winter term. All the graded schools were carefully inspected, and as many of the miscellaneous as possible. During the summer term, every miscellaneous school in the district was reached, as well as a majority of the graded schools. This could not have been accomplished, had it not been for the exceptionally fine weather of September and October. The recent Regulation changes will give more time for the work of inspection, render such more easily accomplished and, I hope, be productive of better results.

Accompanying this report are "Notes of Inspection" and Statistical Tables for the school year, which I trust you will find complete and satisfactory.

Your obedient servant,

H. H. MACINTOSH.

To A. H. MACKAY, Esq., B. A., B. Sc., LL. D.,  
*Superintendent of Education.*

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#### DISTRICT No. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

SIR,—

The two counties which constitute my Inspectoral District are Yarmouth and Shelburne, the former being in the western extremity of the Province, and the latter, adjoining it, in the most southern. The English inhabitants of Yarmouth are mainly the descendants of New Englanders, who began to settle here in 1761, and of Loyalists

who arrived about the year 1785. Besides, there is a large French population, whose forefathers either evaded the expulsion of 1755, or succeeded, after years of exile, in returning to "Acadie." Doubtless, the main attraction for the early settlers was the advantageous position of the county for prosecuting the fisheries, and in these and other pursuits on the ocean, Yarmouth people have been eminently successful. Some years ago when wooden ships were in demand, they owned 153,000 tons of shipping, which averaged eight tons to each person living in the county.

As one might expect, the capital of the county, the town of Yarmouth, shows evidence of that enterprise and prosperity which have made it the second in size and population in the Province. There are here some very fine public buildings and many beautiful private residences in keeping with the modern improvements of streets and buildings lighted with electricity and electric street railway, an excellent water supply for domestic and fire purposes, and a complete equipment of steam fire engines and other appliances for saving property. By the completion of the Western railway system of Nova Scotia, its advantages have been greatly enhanced. From this point two splendid steel steamers, property of the Yarmouth S. S. Company, carry passengers and freight between Boston and Yarmouth, in seventeen hours, each way. Hebron, Port Maitland, Ohio, Carleton, Tusket and Arcadia, are thriving villages. The most important French settlements are the Wedge, Belleville and Pubnico. The inhabitants are principally engaged in fishing, farming, and commerce.

Judged by their names and characteristics, the first settlers of Western Shelburne were of the same stock as the English people of Yarmouth. Under far greater disadvantages on account of the rocky soil, they had to draw their living almost entirely from the ocean. At the present day, the houses and tidy surroundings are very suggestive of comfortable circumstances. There "the poor fisherman" is a misnomer. I need not add that churches and temperance societies are well sustained in the Municipality of Barrington.

Animated with a desire to remain under British rule, some thousands of Loyalists came to Eastern Shelburne, and built the town of Shelburne. For a time it flourished, protected by British troops. But either the people were unable to utilize the resources of the county, or the resources needed to support a city of 12,000 inhabitants were not there—in either case the city was almost forsaken, the people passing into other parts, some settling in Yarmouth county, though the larger number returned to the United States. When those who were left learned to adapt themselves to their environment, Shelburne became noted for the fine ships built in its shipyards. Situated at the head of a magnificent harbor, ten miles from the ocean, the town has a delightful temperature in mid-summer. When the railway connects Yarmouth and Shelburne our American neighbours will have direct access to this delightful retreat

from the heat of their cities. Of the other localities Lockeport is the most important. Bordering on the sea its one dependence is the fisheries. It is a pretty little town, and affords evidence that its business has been managed to good advantage.

In the early years of a settlement the energies of the people are taxed to secure the bare necessities of life, and little can be done towards providing the means of education. Indeed, we are credibly informed that fifty years after its first settlement there were only three public schools in the county of Yarmouth. In 1819 a Grammar School was established, which in 1830 was superseded by an Academy. These institutions were taught by scholarly men, and to them the navigators and business men of Yarmouth were largely indebted for their education. But in the rural parts, says the Rev. J. R. Campbell, the historian of the county, "there were neither school-houses, nor text-books nor masters." By the year 1848 great improvements had been effected, thirty-six school houses having been erected where 1700 children were taught.

Early educational statistics for the county of Shelburne are few and defective. Proof is not wanting that there were good schools in the town shortly after its settlement. Those who can look back 35 years and recall the old inhabitants of that time, will not need to be told that many of them had enjoyed the advantages of good schools. The data at hand are briefly these: In 1826 the county was divided into school districts (or sections); in 1832 twenty-four schools were in operation; in 1840 there were thirty working schools; and at a later date the Legislature provided four Grammar Schools with special grants attached to them. In 1863, 12 per cent. of the population attended school some part of the year.

For the years 1865 and 1892, the former the year after the introduction of the Free School System, the following statistics are given:

Dates.	Counties.	Sections.	(WINTER.)		(SUMMER.)	
			Schools.	Pupils.	Schools.	Pupils.
1865	Yarmouth ..	57	45	2023	43	1705
1892	"	74	106	4206	102	4130
1865	Shelburne ..	56	24	1004	47	1600
1892	"	67	77	3020	78	3008

No. of different pupils attending school in Yarmouth county in the year 1892:—4940, or 1 in 4.3 of population; in Shelburne county 3610, or 1 in 4.1 of population.

The figures for 1865 hardly make a fair showing. The strong

and in some cases the violent feeling against the free school act threw educational matters into confusion. On the other hand, there were years when the attendance was larger in Yarmouth county than in 1892.

Among other improvements resulting from the new system, may be mentioned well defined school sections traversed by good roads, few pupils having to travel two miles to the school, comfortable school houses, supplied with apparatus and good furniture, qualified teachers, and permanent schools. No one would now question the right of every child "five years old and upwards" to participate in school privileges.

During the past five years the assessments for building and repairs were quite large, but the expenditure was absolutely necessary.

No. of buildings repaired .....	24
" " " and supplied with patent furniture .....	41
" School-houses built .....	23
" Apartments in same .....	34
" School-houses in course of construction .....	2

The repairs were extensive, involving new floors, sheathed walls and ceiling, and comfortable out-buildings. The new school houses are a great improvement on those that preceded them; some indeed may be called beautiful. There is a marked and growing sentiment in favor of attractive school-rooms. What is wanted now is more attention to the exterior of the older buildings, improved grounds and proper inclosures. Unless the grounds are protected, the labour of Arbor Day will be fruitless.

The new building at the south-end of Yarmouth town, which takes the place of the one which was destroyed by fire last spring, will soon be finished. It is large and substantial, containing eight apartments, and has superior apparatus for heating and ventilation. The air is kept constantly fresh, without reference to windows or doors, the whole body of air changed every few minutes.

Nothing will be left undone for comfort and efficiency. It will be occupied in February. With teachers who have had long experience and who are devoted to their calling, Lower Town school will excel its past good record. In Milton the old fashioned hot air arrangements have given place to the hot water apparatus. The teachers highly appreciate the change. This school consists of seven departments. In the sixth department the common school course is finished and the high school course in the seventh, from which pupils are prepared to matriculate into any provincial university. It is well known the average Yarmouth mind is not enamoured of colleges. It thinks more of schools whose main function is to drill in the three R's, than of institutions whose main purpose it thinks is to swell professions already crammed to repletion. With some such

ideas, four pupils were sent from Milton high school to take the course of instruction at the school of technology in Worcester, Mass., where their attainments and ability have made an excellent impression. Their career will be watched with much interest. The Yarmouth Seminary was once the finest building of the kind in the Maritime Provinces. It led the way in improved school architecture, and inspired wealthier communities to rival it. In use nearly thirty years it commands admiration for its dignified appearance and beautiful grounds. Though spacious, its departments are overcrowded, and the necessity for additional accommodation is urgent.

It is gratifying to learn that arrangements are about concluded which will enable the School Commissioners to greatly improve and augment the education facilities here. Additional buildings of a superior character will be erected on the seminary lot. In the summer term 485 pupils were registered, and of these 75 attended the two academic departments which are taught by able and experienced teachers. In their hands the course of instruction is an efficient instrument of mental discipline. Your predecessor put on record his estimation of Principal Cameron's classes in English literature. In my opinion he is second to none in the province for extensive and accurate knowledge of the subject, and his method of teaching it embraces everything within its scope. Teachers will profit much by studying his "Notes on English" now being published in the Educational Review. With "the suggestions" in the November number the authors he names should be read with fresh interest and "scholarly enthusiasm."

In Shelburne county the two leading schools are the Academy, which contains five departments, and Lockeport School, four. The fifth department of the Academy is exclusively occupied in High School work.

Many young people come here from the rural sections to qualify as school teachers. Successive Principals have had a valuable helper in the acting trustee, Dr. Morton, to whose exertions for the good of the Institution the town owes much. The grading of the Lockeport school is as perfect as its circumstances will admit. In each department, the examination was very satisfactory. Prominent among the studies in the Principal's room are classics and mathematics, in which subjects the pupils will bear comparison with the best in my district. The building is large and comfortable, and amply provided with apparatus.

In Barrington there are eight graded schools. Those which sent the largest number of pupils to the examination for licenses to teach are: Upper Wood's Harbour, Passage, Head, and Hibbert's Brook. The status of Port La Tour school is not now equal to what it was a few years ago. I should remark that every section in this Municipality has a good school house, and that last term there was only one vacant.



The following tables will show the number of pupils in each county taking the advanced course, wholly or partly.

## COUNTY OF YARMOUTH.

	English Literature.	English Language.	Geography.	History.	Arithmetic.	Geometry.	Algebra.	Mathematics.	Drawing.	Book keeping.	Physica.	Botany.	Chemistry.	Physiology.	Latin.	Greek.	French.	German.
Academy .....	75	75	61	30	75	75	75	8	....	49	....	43	18	2	21	2	50	...
Milton .....	34	28	25	41	41	41	41	17	....	41	....	28	28	17	17	1	41	4
Rural Schools (15) .....	74	17	27	80	80	74	80	9	40	48	8	54	20	10	16	2	20	...
Total .....	183	118	113	151	196	190	196	34	40	97	49	97	66	12	54	5	111	4

## COUNTY OF SHELBURNE.

	English Literature.	English Language.	Geography.	History.	Arithmetic.	Geometry.	Algebra.	Mathematics.	Drawing.	Book keeping.	Physica.	Botany.	Chemistry.	Physiology.	Latin.	Greek.	French.	German.
Academy .....	32	9	41	41	41	41	41	9	....	32	9	25	18	9	8	....	17	...
Lockeport .....	17	0	12	11	20	20	20	1	....	....	....	9	8	3	19	18	17	...
Rural Schools (15) .....	47	7	51	48	51	51	51	3	19	51	7	28	9	4	6	....	....	...
Total .....	96	16	104	100	112	112	112	13	19	83	16	62	35	16	33	18	17	...

Tables showing the number of pupils in the Grades vii and viii. preparatory to the High School Course.

## COUNTY OF YARMOUTH.

	Nature Lessons.	Reading.	Dictation.	Grammar.	Composition.	Geography.	History.	Arithmetic.	Algebra.	Geometry.	Writing.	Drawing.	Book-keeping.	Latin.
Town Schools, Grade VII.....	62	77	77	77	62	77	77	77	....	....	77	62	....	....
" " " VIII.....	36	46	46	46	36	46	46	46	85	25	46	44	20	....
Rural " " VII.....	272	320	320	370	305	292	290	309	....	....	232	181	....	....
" " " VIII.....	205	250	250	231	233	271	238	234	207	124	240	136	242	2

## COUNTY OF SHELBURNE.

	Nature Lessons.	Reading.	Dictation.	Grammar.	Composition.	Geography.	History.	Arithmetic.	Algebra.	Geometry.	Writing.	Drawing.	Book-keeping.	Latin.
Town Schools, Grade VII..	36	36	36	36	23	36	36	36	....	....	36	....	....	....
" " " VIII.....	27	39	39	39	....	39	39	39	39	12	39	....	....	12
Rural " " VII.....	270	332	332	301	199	916	303	334	....	....	326	170	....	....
" " " VIII.....	162	241	241	233	187	231	225	237	166	178	243	96	230	3

Besides these subjects, teachers give oral instruction in health, patriotic duties and temperance; and a few teachers give lessons in singing.

## Co. of Yarmouth.

## Co. of Shelburne.

No. of pupils in Grade I.....	791	347
" " II.....	587	405
" " III.....	577	340
" " IV.....	561	440
" " V.....	384	390
" " VI.....	413	316

In the county of Yarmouth there are twenty-six French schools, most of them taught by French teachers. As in nearly every section the little ones cannot speak English, the teachers are obliged to teach two languages. Still, I sometimes hear better reading in English, among French pupils, than in the corresponding grades of some English schools. No teachers are more assiduous in the discharge of their duties. The schools at Middle West Pubnico and Upper Eel Brook are taught by Sisters of Charity. In the primary of the former, a visitor will be much pleased with the daily exercises. In the advanced, my attention was drawn to the youthfulness of the senior pupils. The same tendency is seen in other sections near the sea. The expansion of certain lines of business has made boys' help more profitable, and thus life-long interests are sacrificed for temporary gain. I should state that these pupils went from French Schools to Truro, to receive a Normal School training.

I do not think there ever was a time when the schools generally were doing better work. Instead of loading the memory with lessons, teachers address knowledge to the understanding, and make use of the imagination when narrating events or describing objects. This is obvious in history and geography classes. For several terms I gave much attention to arithmetic with the view of impressing the need of rapid and correct work in the lower grades, and of the exercise of the reasoning powers in the advanced grades. I was astonished to find that even in good schools pupils relied chiefly on forms for the solution of questions. In my last visit there was noticeable improvements. Blackboards are in use, not as ornamental fixtures, but for daily work. Neatness in all kinds of work is regarded as an important element of education, conducing to the formation of good habits and to future success. In language teachers aim to be correct, and to govern their temper under provocation. The age of unreasonable threats and rough manners is past. Instances of undue severity are very rare.

The revised course of study for High Schools and Academies has received universal approval. The annual examinations of pupils who have done High School work in any schools in the county under the same arrangements and by the same examiners, will be a striking exhibition of the unity and equality which obtain in our school system.

In this "transition year" a suggestion or two will be in order

1st. Adopt a regulation prohibiting teachers from using books when teaching classes.

2nd. To impress on teachers that they ought to be students' insert a question in the school returns, asking for the list of books and magazines read during the school year.

3rd. Consider the examination of no candidate for a school license final, whose writing is marked "bad," until he can produce

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specimens of good penmanship. An examination of some registers and school returns would justify this rule.

4th. Modify the Inspector's certificate so as to bar him from signing it when the ratepayers of a section, after sufficient notice, fail to provide what is necessary to the comfort and progress of the school. The County Fund need not necessarily be forfeited.

5th. Considering the number of children who do not attend school at all during the year, upwards of 1300 in District No. 3 in the summer term, enact a law making the financial losses accruing to sections on account of absence fall directly on those parents who neglect the education of their families.

Before I conclude I wish to acknowledge my indebtedness to Alexander Lawson, Esq., for publishing annually my report in his widely circulated newspaper—the "Yarmouth Herald." As it is read in every section, my suggestions, commendations and censures have reached the parties for whom they were mainly intended. The unanimity and promptness of ratepayers over so wide an area in adopting my recommendations are largely due to this favour.

With assurances of much respect,

I have the honor to remain,

Yours very sincerely,

JAMES H. MUNRO.

To A. H. MACKAY, Esq., B. A., B. Sc., LL. D.,

*Superintendent of Education.*

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#### DISTRICT NO. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR,—

The following general report on the state of Common School education in inspectoral district No. 4, for the year ended Oct. 31st, 1892, is respectfully submitted. For more detailed information than that which is herein contained, I beg leave to refer you to the statistical Tables, Monthly Reports, and Notes of Inspection, covering the same period.

The Boards of School Commissioners at the annual meetings in May and June, formed three new school sections—two in the district of Annapolis East, and one in the district of Digby. The action of the Commissioners in this regard was sanctioned by the Council of Public Instruction in two only of these cases, as you are already aware. In consequence of the formation of these new

sections there are now *one hundred and eighty-seven* school sections in this inspectoral district. With two or three exceptions, these sections are regularly organised under the law, and are maintaining schools in most cases during the entire year. In a few of those classified as "*poor sections*" schools are sustained part of the year only. These "*poor sections*" are comparatively few in number, and do not represent more than one twentieth of the population of this inspectoral district.

At the inception of the present school system in 1864, this inspectoral district was laid off into *one hundred and thirty-nine* school sections, *eighty-three* of which were in the county of Annapolis and *fifty-six* in the county of Digby. There are now *one hundred and six* school sections in the county of Annapolis and *eighty-one* in the county of Digby. This increase of *forty-eight* sections within a period of twenty-eight years, is an indication not only of an increase in population, but more particularly of the popularity of the present free school system and of the advancement of education among the people. The efficiency of the public schools in the same period has increased in a greater ratio. At the present time almost every inhabitant of this district is living within the bounds of a regularly organized school section—a fact which did not exist when free schools were established by law.

It is gratifying to be able to report a steady improvement in the school accommodation. With the exception of a very few old buildings erected previous to 1864, and a very few others which have become too small to accommodate the increasing population, the school-houses are creditable structures. The old buildings are being condemned as fast as circumstances will warrant, and are giving place to others more in accordance with present requirements. During the year extensive repairs have been made to a few school buildings, and some sections have provided the paragon school desks in place of the common desks formerly used. The paragon desk is superceding the common desk in most cases where new furniture is being procured.

In Bridgeport section, No. 24, in the district of Annapolis West, and in Hillsburgh section, No. 3, in the district of Digby, the school-houses have become too small to accommodate the increasing population. At present three teachers are employed in each section. The school-houses were originally intended for two teachers only, with an assistant if necessary. The class-rooms in each case, for a few terms past, have been used for primary departments. These rooms are not suitable for this purpose. As these sections are situated at the village of Bear River, and the two school-houses are within a short distance of each other, I have for several years been urging the advisability of having these two sections united. At the present time the public sentiment of this village is becoming more favorable to this idea, and it is hoped that an effort will soon be made to consummate the union. Any such movement will receive my hearty approval, inasmuch as for educational purposes this

village should never have been divided. Under existing conditions a union of the two sections would effect a saving in the employment of one teacher, and would increase the efficiency of the schools as a result of a more thorough system of grading. The united section would be in a position to sustain a system of schools second to none in any town or village in this inspectoral district, and at a cost no greater than at present incurred.

It is desirable that more clearly defined regulations be made regarding apparatus for schools. Some articles now deemed essential by existing regulations have not been provided in many of the schools. The attention of trustees has been repeatedly called to the deficiency referred to, but in many cases tangible results have not followed the notification. More explicit powers should be given to Inspectors in this regard. Sections should be compelled to provide all essential apparatus to the satisfaction of the Inspector as one condition upon the fulfilment of which the County Grant would be paid; or Inspectors should be empowered to provide the same and charge the cost against the County Grant. If such regulations were formulated and sanctioned by the Council of Public Instruction, or if existing regulations were made more explicit and definite, it would have a beneficial effect upon trustees, and would insure a better supply of necessary apparatus in sections where a deficiency now exists. Inspectors have a fair idea of the financial ability of sections, and they would exercise any power granted them with proper discretion.

Good work has been performed by the teachers as a class during the year. In a few instances only failure to attain success in the school-room has resulted from inexperience and want of Normal training. A few have been found lacking ability to maintain order and discipline, without which satisfactory work cannot be done. A great majority, however, have laboured with enthusiasm and have been cheered by seeing creditable progress, notwithstanding hindrances caused by irregularity in attendance of pupils, and in some cases by lack of sufficient apparatus.

About twenty per cent. of the teachers employed during the year received Normal training. In view of the recent changes in the law and in the Regulations of the Council of Public Instruction respecting the Provincial Normal School, the day is not far distant when this percentage will be largely increased. This cannot fail to exert a beneficial effect upon the schools. Under existing conditions a very large proportion of the teachers, not having received a Normal training, retire from the profession about as soon as they obtain by experience the necessary aptitude in imparting instruction.

But little improvement can be reported in the permanency of the engagements of teachers. In some of the towns and villages teachers retain their situations for years at a time, but in the country sections the rule is to change every year, and in many cases every six months. During the past year about fifty per cent. of the sections

have changed teachers each term, while probably not more than twenty per cent. will retain the same teachers for the ensuing year. The one term per year system now being introduced by law will mitigate this evil, and, it is hoped, produce more satisfactory results in most sections.

In regard to daily attendance at school some improvement can be reported. According to the returns received, one thousand three hundred and seventy-nine children, between five and fifteen years of age, were not at school in sections having schools during the winter term. One thousand one hundred and ten children between the ages named were thus reported during the summer term. The percentage of enrolled pupils daily present was *sixty and seven-tenths* during the winter term, and *sixty-two and two-tenths* during the summer term. No less than *one thousand seven hundred and ninety-eight* pupils were enrolled during the summer term whose names were not on the registers of the winter term. The proportion of the population at school during some portion of the year was *one in every four and four-tenths*. It will thus be seen that a very large proportion of the children of the district have been attending school during some portion of the year. There is yet, however, much room for improvement. A few children of school-going age have not been at school, and some of those who were enrolled attended so irregularly as to become a source of perplexity and discouragement to teachers in maintaining a proper grading of their schools. While some irregularity in attendance will necessarily exist, it should be reduced to a minimum by the enactment and enforcement of a compulsory attendance law, since no other means have yet been devised to accomplish this object.

The course of study, which is followed more or less closely in all schools, has produced beneficial results. A uniformity in school work now exists which was unattainable previous to its adoption. The oral work prescribed, however, does not yet receive in many schools that attention which was intended. Irregularity in the attendance of pupils, the lack of Normal training on the part of some of the teachers, and in some cases the large miscellaneous schools, including many grades, prevent as much work on these lines as their importance demands. The increasing number of trained teachers, and improved methods of teaching, will, doubtless, soon secure for the oral work of the course of study a greater share of time and attention in all schools.

The returns have all come to hand with reasonable promptitude. A large proportion of them were carefully prepared. A few were found incorrect in some particulars, showing want of proper care in their preparation. A shorter and more simple form of return involving less work in its completion would be a boon to teachers and Inspectors.

There are twenty-five French sections in this district, for which thirty-three French-speaking teachers are required. A great diffi-

culty has always existed in finding regularly licensed teachers for these schools. During the past year it was necessary to grant permissive licenses to thirteen persons for the purpose of supplying these schools with teachers—the regularly licensed French-speaking teachers falling short of the demand by that number. Four of these teachers were a valuable acquisition, inasmuch as they were Normal trained teachers from the Province of New Brunswick. A few of the remainder did good work, and some were found to be poorly qualified educationally. The facts, that the French schools are large, that both languages are taught, that most of the teachers are of the third class, and that the hindrances to progress are, therefore, greater than in English schools, render advancement slow, and consequently very few French pupils obtain sufficient knowledge to obtain a third-class license.

The Teachers' Association for the inspectoral district held its meetings at Digby on the 6th and 7th days of October. About ninety teachers were in attendance. I was unavoidably absent, but from the published reports of the meetings, the proceedings must have been interesting and instructive. The programme presented included papers and illustrative lessons on the following subjects:—

"Patriotism," by L. H. Morse, B. A.; "Literature in our Schools," by Miss Emma J. Bacon; "Reading," by Miss Julia L. Kinney; "Hygiene in our Schools," by Miss Helen A. Vidito; An illustrative lesson on "Our Flag," by Miss Jessie S. Titus; "Home preparation of Lessons," by Joseph A. Crowe; and "Teaching Geography," by Joseph A. McCarthy. All the papers were said to have been of a high order of merit, and were followed by discussion. Mr. Crowe's paper on "The Home preparation of Lessons," was published in the local papers, and Mr. Morse's paper on "Patriotism," appeared in a much condensed form in the "Educational Review." The presence of Dr. MacKay, the Superintendent of Education, added interest to the occasion. As this was his first meeting with our Association, an address of welcome was tendered to him and suitably acknowledged. The public meeting in the evening was well attended, and Dr. MacKay, who was the principal speaker on the occasion, won golden opinions from all for his very interesting and instructive address.

The Academies at Annapolis Royal and Digby, have been in successful operation during the year, under Principals McVicar and Godfrey respectively. The attendance has been good compared with other years. The character of the work done has been creditable. The large amount of High School work done in the other schools of Annapolis county, especially at Bridgetown, Paradise and Lawrencetown, interferes with the attendance at the Annapolis Academy, yet, notwithstanding this, the attendance has been quite as large as that at the Digby Academy, which suffers much less from the competition of other schools.

With very few exceptions all schools were inspected during the winter term. In consequence of the large number of schools in session, and the short time allowed for the work of inspection

owing to the long summer vacation, and the great amount of office work at the opening of the Term, it has been found impossible for years past to inspect all schools during the summer term. This year a larger number than usual were not inspected owing to leave of absence of three weeks which was kindly granted to me on application.

The general aspect of educational affairs in this inspectorial district at the present time, is encouraging. Although each year's progress may not be conspicuously apparent, yet it becomes very noticeable by contrasting the present with the period twenty-eight years ago when free schools were established. Within that period the number of school sections has been augmented by the formation of *forty-eight* new sections, thereby placing schools within easy access of almost every inhabitant of the district. The style of school buildings and furniture, and the supply of apparatus, have greatly improved. The school-houses at the present time are creditable structures, well adapted for the purposes intended, and exhibiting a marked contrast with those which they have superceded. The general educational attainments of the generation now entering upon the active pursuits of life are far in advance of those which their fathers possessed. The rigid examination which teachers are now required to pass is a guarantee that they possess acquirements of no mean order, and that they are much better qualified for their work than the great majority of their predecessors. For every teacher under the old system who could boast of Normal School training, there are scores at the present day who possess this qualification in a higher degree. The circulation of periodicals devoted to the improvement of teachers in their profession was almost unknown twenty-eight years ago. At the present time more than one half of the teachers of this district are subscribers for one or more of such standard educational papers as "The Education Review," "The American Teacher," or the "New England Journal of Education." Uniform courses of study for Common and High Schools, embracing the elements of the natural sciences in addition to the ordinary branches of study, have been introduced. The text-books now prescribed are far superior to those formerly used. The comparatively recent formation of Teachers' Associations under the sanction of the law for the promotion of the efficiency of the teaching service, has been productive of much benefit, and has been the means of establishing an *esprit de corps* which did not formerly exist in the profession. These and other facts which might be mentioned are indicative of steady educational development under our present system—a development of which we have reason to be proud. There is still, however, room for improvement. Since much progress has been made in the past we are justified in believing that coming years will mark still greater advancement.

Thanking you sincerely for courteous treatment received at your hands during the past year,

I have the honor to remain, Sir,

Your obedient servant,

To A. H. MACKAY, ESQ., B. A., B. SC., LL.D., L. S. MORSE

*Superintendent of Education.*



## DISTRICT No. 5.—HANTS AND KINGS.

COLIN W. ROSCOE, A. M., *Inspector*.

SIR,—

The following report of the condition of the schools in the counties of Hants and Kings, for the year ended Oct. 31st., 1892, is respectfully submitted for your consideration.

The aim of this report shall be to deal more particularly with matters not included in the pamphlets of statistics, sent herewith, or in the monthly reports of inspectorial work forwarded from time to time.

## SCHOOL COMMISSIONERS.

In the district of West Hants there has not been a meeting of the Board of School Commissioners for two years. This is accounted for in part, by the loss sustained by the Board in the deaths of several valued members; and in part by disinclination to give time and attention to public matters without remuneration. The Board of East Hants has been able to hold its meetings annually, by transacting business when but *three* or *four* members were in attendance. Notices of these Board meetings were given through the Journal of Education, the local newspapers, and by post card to each commissioner. The list of "Poor Sections," for West Hants, as determined by the Board in May, 1890, has been used to the present time as the basis for apportioning the extra allowance from the County School Fund to such sections. This was somewhat irregular, but thought best, in the absence of a meeting to determine otherwise. There are two ways out of this difficulty. (1.) To appoint a sufficient number of commissioners, willing to attend to the business for the honor it affords, or the benefit of it to themselves and others. (2.) To constitute a Board of about ten members and pay them similarly to the Municipal Councillors. The latter, in my opinion, is the course the times are demanding. Five deaths of commissioners have occurred in West Hants, and two in East Hants, since appointments were made. Business of importance that has been laid over for the past two years makes it imperative either to have new appointments made or to provide some other way for transacting this business.

## INSPECTORAL WORK.

During the year I have made four hundred and thirty-nine official visits to the schools under my charge. In many instances these have been shorter than I would desire, but from the multiplicity of duties to be discharged, this used up all my time. The schools in some sections closed before, or opened after, my tour of inspection to that part of my district and thus, in some cases, prevented me from making two visits during the year. The correspondence and office work has been increasing from year to year since my appointment to this date. I am pleased to think that recent changes in the length of the school term, in the form of returns and registers, and in the time of making them up,

will secure quite as much information of value concerning the schools as in the past, and at much less expense of labor by the Inspectors. The constant need of vigilance, that teachers perform their work thoroughly and well, neglecting no part of it, that trustees keep their school houses and appointments abreast of the times, and that advancement be made all along the line, was never more urgent than at the present time.

#### SCHOOL TRUSTEES.

There are trustees who understand the trend of educational sentiment and have prepared to advance with it. The school to them is second to no other interest in the community, and by their influence they mold the sentiment of the section. Another class of trustees is found in too many sections, who pose as the men who can run the cheapest school for miles around. They give the teacher \$2.995 less than she ever received before; they provide green wood and give exercise to the big boys in keeping the fires alive; they exercise somewhat the patience of the teacher at the same time; they put off till next term repairing the blackboards, furnishing erasers, providing new maps, wall cards, etc., etc. They run a *cheap* school. It is *so cheap* that what is expended is virtually lost. I refrain from naming these in this report; but hope they may recognize themselves and reform before I take the liberty to use their names. A third class, and we have a few of them, never is ready to do anything. They forget to give notice of the Annual School Meeting at the regular time. They are pressed to call a special meeting by requisition of the ratepayers. They provide a school when compelled to do so, to prevent paying a fine for neglect of duty. I am glad this class is small and the first class is on the increase.

#### WINTER TERM.

	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants .....	114	116	4265	272423
Kings. ....	114	117	4291	276524
Total.....	228	233	8556	548967

#### SUMMER TERM.

Hants .....	121	124	4570	276506
Kings.....	117	122	4169	240485
Total.....	238	246	8739	516991

## TEACHERS—WINTER TERM.

GRADE.	A	B	C	D	Male.	Female.	Total.
Hants. ....	3	22	67	24	23	93	116
Kings. ....	3	23	62	29	32	85	117
Total. ....	6	45	129	53	55	178	233

## SUMMER TERM.

Hants. ....	2	25	69	28	19	105	124
Kings. ....	2	21	61	38	18	104	122
Total. ....	4	46	130	66	37	209	246

## SCHOOLS.

The foregoing tables give, in brief, an outline of the schools for the year. I am pleased to say that the past year has been one of considerable growth and advancement along certain lines of school work. There are individual schools and sections not taking full advantage of the School System; but on the whole progress is being made, and in many sections it is of such a nature as to stimulate the surrounding school forces. The County Academy in Windsor is still in charge of Mr. J. A. Smith, a very painstaking and efficient principal and a good teacher. He is aided and sustained by a staff of teachers of acknowledged ability and worth. There is the utmost harmony between the teachers and the school commissioners. During the year \$50 worth of individual chemical apparatus, for laboratory practice, has been provided, also some physical apparatus, besides maps and an atlas for the study of ancient and classical geography. It is the intention to supply an equal amount each year till a thoroughly equipped laboratory is secured. Regular instruction has been given in nearly all the grades below the Academy in the Tonic Sol Fa system of music. The results have been most satisfactory. From grade 7, nineteen pupils were examined, five of whom received the Elementary, and twelve, the Junior Certificate. Two from grade 5 received the Elementary Certificate. The pupils of grade 7, Miss Burgoyne, teacher, have made wonderful advancement in music for the past term. There were five matriculants from the Academy into the colleges:—one to Acadia, two to Kings, and two to Dalhousie. Four candidates obtained grade C licenses at the last examination of teachers. Windsor needs a new Academy building on a more modern plan than the present building. The present one is not large enough for the school, has no ventila-

tion, is not heated by the best system, has no convenient room for laboratory or chemical work, and must soon give place to something better if the school is to sustain its present high standing, when compared with other similar schools. Kentville Academy has been pressing to the front for a number of years and the attendance has so increased as to warrant the employment of a second grade A teacher. This was done the past year, and there was associated with Mr. McLeod, Principal, Mr. C. L. Moore, and the grant secured on the two-teacher basis. The teachers associated with Mr. McLeod in charge of the common school departments have labored faithfully that their pupils might advance from grade to grade till they reached the Academy. In this preparatory work the pupils have been disciplined and trained in lines of mental culture suited to their years, and much work of a high order has been performed. From this school several received grades B and C, and some were matriculated into college. The grant of \$1,000 given to this Academy brings with it the requirements of expenditure to put its buildings in condition and supply them with apparatus to meet the demands of a school of such pretensions. I feel assured that the School Commissioners are men who will endeavor to meet your wishes in respect to buildings and appliances as soon as their attention is called to the needs of the school.

The school of four departments in Berwick, under the principalship of Mr. L. D. Robinson, continues to grow in the confidence of the people, and deserves mention in this report as the banner school in the number of candidates sent up to the teachers' examination; and I am pretty sure that no similar school in the province can boast of so many successful in capturing Grade B licenses for the number of applicants as this school. From eight B candidates six were successful; three others took Grade C and five Grade D. I wish it understood that the teachers in the common school grades, connected with this school, are fully meeting my expectations in contributing towards the very efficient state of the school sustained in Berwick. The same teachers have been in the school for several years, except for short periods of rest. The esteem in which they are held is manifest in the increase of \$100 in the salary of the principal and smaller amounts to the others.

Wolfville has also four departments, having added one the past year. The advanced department has had three different teachers during the year—one of these for two portions of the year. This breaking up of the year into four parts seemed unavoidable, so far as the trustees were concerned; but it was impossible to make much progress under this kind of treatment. The three subordinate departments have been prosecuting their work to the satisfaction of the section and myself. In the matter of school accommodation, Wolfville has taken a step in advance of its own previous record and in advance of any section in the two counties. A new school house is in course of erection which promises to be the finest in the district. Provision has been made to heat and ventilate the building by the Fuller and Warner system, one of the most improved and

best systems in America. The sanitary arrangements connected with this are said to be about perfect. By this system the impure air is conducted from the room and replaced by pure heated air, at a uniform and right temperature, every 7 or 10 minutes. Thus the air will not deteriorate when the rooms are occupied. The pupils will be freed from lassitude and headaches and enabled to do their work under conditions of healthfulness and happiness. The air is led from the rooms to the vaults, and after drying up all excrement, escapes by the flues, leaving all parts of the building pure. In my opinion there is more need of improvement in this matter of ventilation than in any other connected with the schools.

Hantsport has five departments and is one of our best schools. Mr. Geo. J. Miller, who has been principal of the school for five years, resigned at mid-summer to take charge of the Dartmouth High School. He is a man eminently fitted for a position of this kind, and the school under him and his excellent assistants has sustained a high standing among our schools. Mr. Miller will be much missed by the teachers of this district and by myself. He always took a prominent part in our teachers' meetings and associations, and leaves behind him many warm friends. He is succeeded by Mr. Isaac Crombie, a graduate of Acadia College, and of the Normal School, and a man who has already won distinction as a teacher. I expect to see no abatement in the progress of the school under his management.

The school at Maitland is pressing ahead admirably. For the past year, Mr. C. W. Brown has labored most faithfully and successfully as its principal. As a result a fourth department has been started and a good beginning made in providing chemical and other apparatus for teaching science. Canning school still maintains its good state of efficiency under Mr. Geo. W. Coffin, Miss Burbidge, and Miss Challen.

The other graded schools of this district have two departments each and are located at Somerset, Waterville, Woodville, Harborville, Hants Border and Kingsport in King's county, and Falmouth, Avondale, Brooklyn, Burlington, Summerville, Cheverie, Brookville, Shubenacadie, South Maitland, Upper Selma, West Noel and Walton, in Hants county. There are twenty-five of these graded schools in the district, and these represent seventy departments, as follows: One contains ten departments; two, five, three, four; and nineteen two, each. While I cannot group them all together as regards the merit of their work, I may say in general terms, they are all pretty good schools, and of more than half of them that work of a superior character is done in them. The miscellaneous schools do not have all the poor teachers. They are conducted in many cases by a hard-worked painstaking class of teachers. Many of them try to do more than it is possible to overtake; but on the whole do very valuable work. Some poor teachers still cling to the schools. I hope, however, the number of this class will grow gradually less as the new regulations, encouraging attendance at the Normal School, come to be understood and enforced.

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### TEACHERS.

Fifty-one of the teachers in winter, and fifty-five in summer, held Normal School Diplomas.

Of the teachers employed, 55 were male, and 178 female, in winter; and 37 male, and 209 female, in summer.

Fifty-three teachers in winter and fifty in summer closed their schools without holding the required public examination. Of the teachers doing this, not more than half gave any reasonable excuse for this infringement of the law. This loose way of treating the plain requirements of the law will, under the new regulations, be punished by loss of grants or license or both—if the case merit it. There is a necessity, too, for a more strict adherence to the curriculum of studies, on the part of some teachers. The teacher who teaches a Government school and participates in the Government grants must be held to the Government regulations or be ruled out for non-fulfilment of the conditions upon which such grants are made. Teachers should feel that they have nothing whatever to do with the selection of studies for their pupils. They should ascertain to what grades their pupils belong and assign them the work prescribed for those grades. It is the experience of those who have made fair trial of it, that the course of study in its aim is very useful, and much more can be accomplished by following it than by not doing so.

### NEW SCHOOL HOUSES.

Welsford, Elmsdale and South Uniacke have built new school houses during the year. The last named is in East Hants, and was recently organized into a Section. The discovery of gold attracted settlers, and there are now 30 children so situated that a school is a necessity. The people built a school house and started a school even before the Section was sanctioned. Should the mines continue to yield as at present there will be a large school here.

### POOR'S FARM, WEST HANTS.

This farm, owned by the Municipality of West Hants, on which the poor are maintained, is situated in MacKay School Section, in Newport. The property is not assessable for schools, and there are living here 16 children of school age. Objections on various grounds are made to having these children attend the public school. The people here feel they have no right to provide a school for these children, coming from all parts of the municipality, and would regard it as a hardship to have such a class of children thrust upon their school to associate with their children. They object most decidedly to this. The managers of the institution have had a young woman employed during the summer to teach these children. This seems to be a special case and is reported to you at the suggestion of some of the Councillors, in the hope that some special means may be provided to aid in the education of these unfortunates. It needs no argument to prove that Provincial grants are intended to aid in such cases, and I respectfully ask for this your thoughtful consideration.

## CORPORAL PUNISHMENTS.

Almost every term some teachers feel impelled in the discharge of duty to inflict corporal punishment to bring into order refractory pupils or check the disobedient. This is done rather than turn such pupils adrift to become ruined and a nuisance to society. When parents understand the aim and intent of the teacher to be the ultimate good of the pupil and the school, this is almost always sure to result from the punishment; but not infrequently the parents hasten to the nearest Justice of the Peace, secure a writ and drag the teacher before his court and the public, to be tried and compelled to pay a fine and costs for common assault. The case is dealt with exactly as in the case of one assaulting another on the highway. The fact that the teacher is in *loco parentis*, and has a legal right to punish, in the same manner as a wise parent would, to keep his children in submission and make them obedient, is lost sight of. Teachers *may* and sometimes *do* punish to excess, and should pay the penalty therefor; but the publicity given to cases of punishment where the teacher is legitimately discharging his duties, and the great injustice in treating such cases as common assault, compels me in the interests of fair play for the teacher to protest against this mode of trial. Often, had the teacher means to carry his case to the higher courts, he would win; but he is not able to do this and he drops it with the loss of fine and costs and the complete overthrow of his influence and authority in the school. I have described an actual case, without giving names, and for the purpose of calling attention, in a general way, to the gross injustice done to teachers and schools in these little magistrates' courts, and of suggesting a remedy.

In cases of what may be termed excessive punishment by teachers, I would suggest that upon complaint being filed with the trustees in a legal way, they shall choose one of their number, the aggrieved parties shall choose a second person, and in case of disagreement, these two, thus chosen, shall choose a third, who shall have power to settle the case, and their decision shall be final and binding upon the parties concerned.

In order that trustees and others shall not be called upon to deal with cases of too trivial a character, the aggrieved parties must first present a certificate from a M.<sup>d</sup>. to the effect that the punishment was excessive, before they (the trustees), shall feel bound to investigate the case.

The full number of pupils in attendance for any part of the year was 10,613.

The schools at Kentville, Wolfville, Hantsport and a few others, were taught music by the Tonic Sol-Fa system.

I have the honor to be, Sir,

Your obedient servant,

COLIN W. ROSCOE.

A. H. MACKAY, Esq., B. A., B. Sc., LL. D.

*Superintendent of Education.*

## DISTRICT No. 6.—ANTIGONISH AND GUYSBORO.

W. MACISAAC, B. A., *Inspector.*

SIR,—

I beg to submit the following report on the public schools and educational affairs of District No. 6, comprising the counties of Antigonish and Guysboro, for the year ended Oct. 31st, 1892. As the period since my appointment to the office of Inspector of Schools has been entirely too short to become thoroughly acquainted with the schools, teachers and other educational forces of the district, I venture to bespeak your kind indulgence if you find this, my first report, less full and exhaustive than might, under more favorable circumstances, be expected.

In Antigonish there were 90 schools in session during the winter term and 96 during the summer term. In Guysboro for the same terms, the numbers were respectively 80 and 92.

The number of pupils enrolled in Antigonish during the winter term was 3035, and during the summer term 3179. The corresponding number for Guysboro were 3154 and 3288.

The grand total attendance is as follows :

## ANTIGONISH COUNTY.

Grand total attendance, Winter Term .....	191,046
“ “ Summer “ .....	174,404

## GUYSBORO COUNTY.

Grand total attendance, Winter Term .....	197,946
“ “ Summer “ .....	189,597

The grand total attendance for Antigonish during the year was 365,450,—an increase of 35,075 over that of the previous one: Guysboro under this heading shows an increase of 33,090. This showing is all the more satisfactory in view of the fact that the total enrolment of the year just ended was less than that of its predecessor. The explanation for this rather interesting circumstance is mainly to be found in the greater prevalence of the dread La Grippe during the winter term of 1890-91.

Average annual salaries paid to the teachers including Government grants.

	MALES.			FEMALES.		
	A & B	C	D	A & B	C	D
Antigonish..	\$367.58	\$213.96	\$152.04	\$234.08	\$204.68	\$144.54
Guysboro' ..	522.08	230.06	166.04	286.88	224.16	156.04



The following table shows the number of teachers of each sex and of different grades in each county :

## ANTIGONISH COUNTY.

WINTER TERM.					TOTAL.	SUMMER TERM.				TOTAL.
	A	B	C	D		A	B	C	D	
Male .....	2	5	20	8	35	1	4	27	10	42
Female ....	—	3	24	28	55	—	3	23	28	54
Total of grades and sexes..					90					96

## GUYSBORO' COUNTY.

	A	B	C	D		A	B	C	D	
Male .....	1	4	5	2	12	1	2	4	3	10
Female.....	—	5	21	43	69	—	4	30	48	82
Total of grades and sexes..					81					92

In the matter of erecting and repairing school houses there is but little to report. The school house at Lower White Head, Guysboro county, was destroyed by fire in September last, but it is being replaced by another which will be ready for use at an early day. The fact, however, is not less unfortunate than singular that this is the second time, within a few years, this section had to make good a loss sustained through the same agency.

While the ideal school building is not by any means to be found in every section, it is but the truth to state that there is no section without one, and that our people, as a whole, show in this particular an activity and a taste that are highly encouraging.

It will be readily observed from the last table submitted, that the number of grade B teachers is comparatively small, and that consequently nearly all the schools are in the hands of grades C and D. The reason is not far to seek. The trustees, as a general rule, are content to engage the services of the cheapest teacher. The tendency on the part of our more capable and scholarly teachers to abandon the profession for more lucrative and permanent avocations is becoming more marked from year to year; nor is there much hope, that it can be obviated except by making the teaching profession financially more attractive.

I am glad to be able to testify that the teachers of the district generally, are most punctual and painstaking in the discharge of their various duties; and it is a matter for congratulation that the ardor and enthusiasm with which many of them enter upon their duties, are not measured by the parsimony of their employers.

During last winter the Academy in Guysboro was in charge of I. M. Longley, Esq., who taught there with much acceptance for seven or eight years. Owing to illness he was obliged to resign his position last spring, and was succeeded by Mr. Buchanan of Sydney.

The school commissioners of Antigonish sustained a serious loss last year in the sad death of the Rev. R. MacGillivray, of Arisaig, and also in the removal of many valued members of the Board from the district.

The resignation of my predecessor, Professor A. G. MacDonald, caused universal regret among his many friends in this inspectorate. For eight years he taught with distinguished success in the Mathematical Department of St. F. X. College, Antigonish, and in both capacities as Professor and Inspector, he accomplished much to advance and elevate the condition of education in Eastern Nova Scotia. In the higher sphere of Professor of Mathematics in the Normal School, the teachers of this Province are afforded an excellent opportunity to benefit by his ripe judgment and practical experience as an educationist.

In conclusion, permit me to congratulate you most cordially on your appointment to the high and honorable position of Chief Superintendent of Education of your native province; and to thank you sincerely for much assistance and many official courtesies received at your hands during the year,

I have the honor to be, Sir,

Your obedient servant,

W. MACISAAC.

A. H. MACKAY, ESQ., B. A., B. Sc., LL. D.,

*Superintendent of Education.*

## ● CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, B. A., *Inspector.*

SIR,—

I beg leave respectfully to submit my report on the schools of the district under my supervision for the year ended Oct. 31, 1892.

Several petitions for the establishment of new sections by the division or re-organization of existing ones came before both Boards of School Commissioners at the last annual, as well as at subsequent adjourned and special meetings, but the proposed changes not having been granted by the Boards, or failing, as in one case, to be sanctioned by the Council of Public Instruction, the number of sections remain the same as last year,—132 organized sections in Cape Breton county and 70 in Richmond. The Boards have found by experience that it is not wise to be too ready to grant sub divisions petitioned for, there being several instances in both counties of the injurious effects of the undue multiplication of sections. It is much

easier to secure the division of a section than a re-union, after experience has shown the un-wisdom of the experiment, as the law, in the latter case, requires the signatures of a majority of the ratepayers of each section to a petition, and this is generally found very difficult, if not impossible to obtain. I am of opinion that the Boards should have larger powers than they now enjoy in this respect, or that the law could be so amended as to restore the original section to its former status if, after the lapse of a reasonable time, it be found that the newly formed section is unable to support a school or fails to make any effort to establish one. There are two cases in point in the county of Richmond. Section No. 64, Bear Island, originally a portion of Section No. 47, Gut of Canso, was established in 1874. It has never had a school, as far as I know, and certainly not since my incumbency. In 1887, a new section named Macpherson, No. 17½, was formed by the division of Section No. 17, Grand Digue, and the annexing of a portion of Bray, No. 49. In the new section, no practical steps have been taken from that day to this to build a school house or establish a school, and Bray section has been seriously crippled. Several attempts have been made by the more public-spirited ratepayers, those who take an interest in the schools, to have these sections restored to their original boundaries, but they proved abortive owing to the difficulty above pointed out. As the law stands, I see no other means of effecting the desired reunion than a special Act of Parliament. In the meantime, many children are left without the benefits of education. Besides the above, another attempt was made at the last meeting of the Richmond Board to unite two sections in which are now maintained very in-different schools, Hureauville and Richmond Mines, and though the time is most opportune, the school houses of both having been condemned, the scheme failed for want of the necessary signatures.

In the county of Cape Breton, 12 sections had no schools in operation any part of the year, as compared with 9 the previous year, and in Richmond county only 4 sections were idle the whole year as compared with 7 the previous year. The attendance in both compares favourably with that of the previous year as shown in the following tables :

## CAPE BRETON COUNTY.

WINTER TERM.			SUMMER TERM.		
	No. of Schools.	No. of pupils enrolled.	No. of Schools.	No. of pupils enrolled.	Total Number of Pupils during Year.
1891 .....	150	5771	164	6252	6926
1892 .....	149	5875	160	6181	6954
Increase .....		104	.....	.....	28
Decrease .....	1	.....	4	71	.....

## RICHMOND COUNTY.

WINTER TERM.			SUMMER TERM.		
	No. of Schools.	No. of Pupils Enrolled.	No. of Schools.	No. of Pupils Enrolled.	Total Number of Pupils during Year.
1891 .....	61	2187	70	2552	2615
1892 .....	63	2361	74	2737	2903
Increase .	2	74	4	185	288

## CAPE BRETON COUNTY.

1891.	Grand total attendance, Winter Term.....	368,796
1892.	" " " .....	388,299
	Increase .....	29,493
1891.	Grand total attendance, Summer Term.....	363,906
1892.	" " " .....	369,099
	Increase .....	5,183

## RICHMOND COUNTY.

1891.	Grand total attendance, Winter Term.....	132,361
1892.	" " " .....	154,078
	Increase .....	21,717
1891.	Grand total attendance, Summer Term.....	144,856
1892.	" " " .....	163,091
	Increase .....	18,235

While the above tables show a slightly decreased number of schools in operation in one county, and an equally slight increase in the other, it will be noticed that the enrollment in both was actually larger, and the increase in the attendance was satisfactory, indicating of course greater regularity. The total number of pupils registered during the year was, in Cape Breton county 1 in 4.5 of the population, according to the census of 1881, or about the same proportion as the previous year; and in Richmond county, it was 1 in 5.2, as compared with 1 in 5.77. The larger number of towns and villages proportionally to the population in the former county doubtless accounts in part for the greater proportion of children attending school. Besides the incorporated towns of Sydney, North Sydney and Sydney Mines, having from 9 to 11 departments each, such mining centres as Little Glace Bay, Cow Bay, Bridgeport, Victoria Mines and Reserve and Lorway comprise no

less than 24 departments between them, ranging from 3 to 7 each. Then there are Louisburg, Mainadieu and Gabarus with two departments each. Against this, the other county can show only two sections with more than two departments each, viz.: Arichat 5, and Acadiaville 4; and three having 2 each, viz.: St. Peter's, D'Escousse and Poulamond. There are, nevertheless, such large and thickly populated settlements as L'Ardoise, River Bourgeois and Petit-de-Grat, which are divided up into several distinct sections. There is, however, the further fact that while the census of 1881 was required to be used in the statistical tables for the year, the recent census credits the county of Cape Breton with an increase of nearly 3,000 in population, while the county of Richmond suffered a diminution of 722. By the last census, the proportion would stand 1 in 4.92 for the former, and 1 in 4.96 for the latter county.

The number of the different grades and sexes of teachers employed differed but slightly from last year, as seen from the following table:

## CAPE BRETON COUNTY.

WINTER TERM.					TOTAL.	SUMMER TERM.				TOTAL.
1891.	A	B	C	D		A	B	C	D	
Male.....	4	22	22	26	74	5	19	28	28	80
Female....	—	6	40	30	76	—	7	39	38	84
					150					164
1892.										
Male.....	4	20	20	22	66	4	19	24	24	71
Female....	—	8	37	38	83	—	9	42	38	89
					149					160

## RICHMOND COUNTY.

1891.										
Male.....	1	7	12	10	30	1	9	15	13	38
Female....	—	1	11	19	31	—	—	12	20	32
					61					70
1892.										
Male.....	1	7	10	11	29	1	10	17	11	39
Female....	—	—	18	16	34	—	—	17	18	35
					63					74

A comparison of the average annual salaries received does not show any very material difference, or any regularity of increase or decrease, in the different grades, such differences as exist being mainly due to accidental causes rather than any definite principle.

MALES.				FEMALES.		
	A & B	C	D	A & B	C	D
Cape Breton, 1891.	\$397.45	\$215.32	\$169.69	\$296.18	\$229.64	\$150.75
" 1892.	388.44	204.41	148.31	300.83	241.89	146.97
Richmond .. 1891.	273.56	228.80	162.92	192.85	164.64	143.00
" .. 1892.	299.22	216.06	155.13	.....	184.06	149.16½

I regret to report that the Richmond County Academy at Arichat has ceased to exist as such, having failed, by a small fraction, to make the requisite average. This failure to maintain the small average of 15 shows (1) that the local requirements for academic work are not very extensive, and (2) that the school was not, to any considerable extent, serving the purposes for which county academies were established. If all the students of the county who have been and are attending academies in other parts of the Province had patronized the local institution, more than the required average would easily have been maintained. While, therefore, the loss both in prestige and in cash is regrettable, as far as the town of Arichat is concerned, it will not be materially felt by the rural sections of the county.

Sydney Academy, under Principal MacKeen and Vice-Principal Stewart, is maintaining its efficiency and usefulness, and is assuming more and more the character of an Island institution, as all the counties of Cape Breton send a fair quota of students to its halls. The number registered last winter term was 65, making an average daily attendance of 52.6; and in the summer term there were 46 registered and an average daily attendance of 34.7, making for the year an average of 43.65. The students of this Academy have, for several years past, been publishing a monthly paper under the title of "The Sydney Academy Record," which, while not so pretentious, perhaps, as journals issued from larger institutions, is still very creditable to the students, and is fulfilling a very useful mission by fostering among them a wholesome *esprit de corps* and that love for *Alma Mater* which is so well calculated to promote the future welfare of any institution of learning. The students therefore deserve credit for their efforts in maintaining their scholastic organ, and they deserve the encouragement and practical sympathy and support of the citizens of Sydney in particular, and of all who have the welfare of the Academy at heart. It were much to be desired that the same spirit was manifested among the teachers in support of their own professional organ, the *Educational Review*, whose clientele in this district is, I regret to say, very circumscribed.

The number of new school buildings erected in the course of the year is not large, but at least one creditable addition has been made to the gradually increasing number of our really good school houses. The town of North Sydney, finding its school accommodation inadequate, determined, during the year, upon replacing some of its old buildings by one good convenient modern school house, and accordingly, on the occasion of my last visit, I found five of the departments scattered around the town in temporary and more or less suitable quarters, and the building in which they had previously been accommodated torn down and being replaced by a large and imposing structure for eight departments, with all necessary adjuncts in the shape of ante-rooms, etc. A more extended description of this fine school house will, however, more properly belong to next year's report, as it was not expected to be ready for occupation till some time in the early part of the current school year. The new school house at West Louisburg was found occupied, and though not finished inside, was fairly comfortable, being high and well lighted. A suggestion of mine with regard to arrangement of windows, carried out even after the building was well advanced, remedied what would have been a grave defect; and this leads me to wish that inspectors were furnished with official plans which trustees in country sections could be compelled to adopt.

In the county of Richmond, new buildings were found to have been erected and occupied at Cape August, Sec. No. 51, and Intervale No. 32. Neither of these were finished interiorly, and one of them was simply *habitable* for summer time. The building at Intervale (Framboise District) replaces one destroyed by fire in 1890, since which time there had been no school in the section. The school-house of Framboise, No. 46, which had been allowed to fall almost into decay from desuetude was, last spring, partially repaired, and school was resumed for the summer term, after an *interregnum* of several years. The above cases, not to speak of several instances of more or less extensive repairs and embellishments, constitute the bulk of the building operations of the year, but I expect to see more new buildings go up in the near future, as several school-houses have lately been condemned in both counties, and several other sections notified that a similar fate awaited theirs.

No less than three school-houses were destroyed last July by the forest fires which, owing to the great drought prevailing at that time, raged in different parts of Cape Breton county, viz: one at Lakeville, Section No. 8, near Sydney, another at Grand Mira North, No. 84, and a third at Brickyard, No. 129, near Albert Bridge. The first two were comparatively new, having been built only two or three years ago, previous to which the second section named had not enjoyed the privilege of a school for several years owing to a similar calamity. The third was in course of construction, the old house having been torn down to be rebuilt. None of these buildings, as far as I know, were insured, and all of the sections could ill afford the loss, and I fear it may be some years before it will be made good in some of them. Trustees and ratepayers should take a lesson and

keep their school property reasonably insured. Hard, however, as the above losses are upon the sections concerned, they are not to be compared in hardship to that of Section No. 18, South Head, Cow Bay district. In last year's report, I had this to say about this very section :—" At South Head (Cow Bay), a neat new building replaces the one reported last year as having been destroyed by fire, and the people of this section deserve great credit and special commendation for their energy and public spirit in overcoming exceptional difficulties. This is the second time within a few years that they have been obliged to make good losses by fire, in the face of the disheartening suspicion amounting to a moral certainty in the latter instance at least, that incendiarism was the cause of the trouble, and that possibly the same dastard hand is lurking in their midst ready to subject them to a similar ordeal. The new school-house was fairly well finished (interiorly), furnished and equipped, and the school was doing excellent work under an intelligent and painstaking teacher."

Well, about the beginning of December (1891), on a Sunday morning, this same school house was seen on fire. By great exertions, the flames were subdued but not before the building was badly damaged. It had been insured for \$100. A claim was made for \$50, which was paid, but the insurance company cancelled the policy. Temporary repairs were effected and the school was reopened and continued till Christmas vacation, when it was once more, in the words of my informant, "made neat and comfortable." School was again resumed, and on the third day, at 7 o'clock in the evening, the house was again seen in full blaze, and so fierce was the fire, that before the people could get to it, it was beyond control. The section was thus once more left without a school-house, without a dollar of insurance, and with a small debt on the burnt building. The friends of the school were well-nigh discouraged, (and no wonder) but, nevertheless, they managed by special permission to maintain their school for the remainder of the year in the only available building, which was very small and unsuitable. What steps, if any, have of late been taken to rebuild, I have not been informed, but this is certainly a case that calls for sympathy and deserves special consideration.

I am pleased to be able to report that the long-standing difficulty between the town of Sydney and the remnant of the adjoining section of Muggah's Creek, No. 2, has been at length definitely and satisfactorily settled by the special legislation of last session, whereby that portion of the latter section lying outside the town limit shall henceforth, for all school purposes, "be deemed and be part of the town of Sydney." The town School Board has since taken over the section school-house, removed it to a convenient site, repaired and furnished it, and opened an elementary department for that suburb.

The number of candidates applying last July for teachers' licenses was, at Sydney Station, 76, and at Arichat, 20. The following table shows the different grades applied for and the results :



## SYDNEY.

No. applying for Grade.	No. obtaining Grade.				Failed.	No. already holding licenses.
	A	B	C	D		
A..... 1	....	....	....	....	1	
B..... 9	....	3	4	2	....	
C..... 40	....	....	9	19	12	C ..... 7
D..... 26	....	....	....	7	19	D ..... 14
Total .... 76	....	3	13	28	32	21

## ARICHAT.

B..... 4	....	1	....	3	....	
C..... 6	....	....	1	4	1	C ..... 2
D..... 10	....	....	....	2	8	5
Total .... 20	....	1	1	9	9	7

It will be observed that of the 44 candidates at the former station who succeeded in capturing a license of some grade, 21 were already licensed teachers, so that 23 obtained a license for the first time, being a little over 30 per cent. of the whole number of applicants. The number already holding licenses out of the 11 candidates who were successful at Arichat was 7, the result being 4 new teachers, or 20 per cent. of the whole number of candidates.

While in Beaver's Cove school section in the county of Cape Breton last April, there being no school in operation in the common or public school, I availed myself of the opportunity of spending a couple of hours with Prof. J. D. McKinnon in his Agricultural school. The main course of lectures for the season had been completed and most of the farmer students had dispersed, but there were still five in attendance receiving special lessons, some of them well advanced in years, and some from distant parts of the Island. These expressed themselves as highly pleased with the instructions received, and I was much interested in Mr. McKinnon's account of the working of the school and of the results already accomplished. Mr. McKinnon being himself a practical farmer and withal an excellent teacher, imbued with a rare amount of enthusiasm in his work, he cannot fail to be successful as a teacher of agriculture. Mr. McKinnon taught the section common school during the summer term, and at my visit, his juvenile pupils displayed rare proficiency in Botany and Entomology, while they were quite up to their several standards in Language, Geography and Arithmetic.

The returns show that nearly one half the pupils registered at school were receiving the oral lessons prescribed by the Course of Study. A good many of the teachers are themselves deficient in the knowledge and training necessary to enable them successfully to impart these lessons. Many complain of the difficulty of procuring the books prescribed or recommended as aids in preparing them. It is a question whether trustees should not be obliged to supply such books for the teacher's use.

For several years, I have been endeavoring to impress upon many teachers—and not always the younger ones either—the necessity of beginning earlier than they had been in the habit of doing the teaching of Language and Geography. It was a matter of common occurrence to find only one class—the most advanced in the school—having any idea of either of these subjects, and then, in many instances, it was merely a matter of recitation from the text-book, with no attempt at the practical adaptation of the principles of Grammar especially. Reading and Arithmetic seemed to be absorbing the lion's share of attention. I am pleased to say, however, that the above subjects are now receiving a great deal more attention in the earlier grades and being more intelligently taught. The results obtained are very gratifying, and the old excuse that parents do not wish to have their children learn this or that branch is seldom if ever heard. A subject which is still very often poorly taught, where it is not altogether neglected is History. It is difficult, however, to expect more than simple recitation in the case of teachers whose reading is necessarily confined to their little text-book, whence, in many instances, was derived all their own store of knowledge on this subject, crammed up for the occasion of their examination. Under such circumstances, it is not surprising to find history being taught as *modern* that is rather “ancient” as our text-books in History as well as those in Geography are not quite up to date in some particulars.

It would be very desirable that some means could be found of training more of our teachers in the Tonic Sol-fa system of music with a view to its introduction into more of our schools. Where this admirable system is in use, notably in the departments of the North Sydney schools conducted by the Sisters of Charity, where it has been in vogue for some years, and in the auxiliary departments of Sydney Academy where it has been introduced as a result of Rev. Mr. Anderson's visit and instructions last year, the results obtained are marvellous. Children of the tenderest years grasp it with so much ease!

I would remark, in conclusion, that our teachers are, as a body, zealous and industrious, and that as “the teacher makes the school,” so our schools are, on the whole, well looked after. There are a good many exceptions of course, but so there are in all things. I wish it to be inferred, however, that we are making progress both

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material and intellectual—slowly perhaps, but surely and substantially.

Allow me to express my high appreciation of your prompt attention and uniform courtesy in our official intercourse.

I have the honor to be, Sir,

Your obedient servant,

M. J. T. MACNEIL.

A. H. MacKAY, Esq., B. A., B. Sc., LL. D.

*Superintendent of Education.*

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DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

SIR, —

As required by law, I hereby beg to submit the following report upon the present condition of education within the district comprising the counties of Inverness and Victoria, together with a synopsis of progress made during the school year ended on the 31st Oct., 1892.

The catalogue of school sections has undergone no material change within the past year, the number reported for 1891 having been 268, while for the present year the number is 269. The recent addition was made at the rear of the Upper South West River in North Inverness, and the locality is now known by the name of Kiltarlity section, No. 53. Each of the subdistricts comprises about the same extent of territory, although the highway mileage in South Inverness far exceeds that of either North Inverness or Victoria.

Ten new school houses have been built, 5 in S. Inverness; 2 in N. Inverness; and 3 in Victoria; and at the last annual meeting the sum of \$2920 was voted for additional accommodation.

At the annual meetings of the School Boards, the school houses of 3 sections in Inverness and 6 in Victoria, were condemned as unfit for school purposes, and as six months' notice was given in every case, sufficient money was voted at the last meeting, either to erect new buildings or to prepare the old ones to the satisfaction of the accredited authorities.

Taking the whole year, the number of schools in session was somewhat in excess of the corresponding terms of the previous year, the total number in session during the winter of 1891 having been 229, but during the summer following the number increased to 247,

while during the past school year *nine* additional schools were opened, and the number in session in summer remained undisturbed as compared with the summer of 1891.

The number of children at school exceeded the attendance of the previous year—the enrolment of the winter and summer terms having been respectively 7529 and 8023 pupils in attendance at the public schools—while total annual enrolment in both counties was 9728—an average of 1 in 5.1 for the whole population of Inverness and of 1 in 4 for Victoria.

*Per se*, this is a fairly satisfactory exhibit. It is, however, a matter of regret that in the County of Inverness there should have been no fewer than *nine* vacant sections during the whole year; and in Victoria the number was at least nominally larger. Now as a matter of fact nearly every school section in the district has been officially visited during the past year, and wherever a vacancy was found to exist, an honest effort was put forth to fan the smouldering educational embers of the locality by assuring parties interested that in the event of a duly licensed teacher being unattainable, a permissive license could be issued in favor of any person of fair attainments whom the local school commissioner could conscientiously recommend. In a number of cases this proposal was accepted, and schools were accordingly established; but the fact is still glaringly manifest that many of the people seem to have no conception whatever of the inestimable boon the school Act has placed within their reach. Education is placed in the same category as good health, pure air, and an abundance of food, all mercies of prime importance, but at the same time rarely, if ever, estimated at their true value.

During the winter term there were 176 teachers and assistants employed in Inverness and 73 in Victoria, and during the summer following the numbers increased to 188 in Inverness and 80 in Victoria.

The number of teachers with their grades of license employed both terms may be tabulated as follows:

In Inverness during the winter term there were—

2 Teachers of Grade A			
15	"	"	B
48	"	"	C
102	"	"	D

In Victoria during the same term there were—

1 Teacher of Grade A			
5	"	"	B
16	"	"	C
48	"	"	D

During the following summer term there was a gratifying increase both in the number of schools in session and in the number of teachers employed—in Inverness 3 teachers of Grade A having been engaged; 18 of Grade B; 58 of Grade C, and 87 of Grade D; while in Victoria there were seven additional schools as compared with the preceding winter term.

Considering the times and the long vacations allowed, together with the fact that schools are in session for a few hours only every day for five days in the week, the salaries of teachers are fair. Taking the allotments of the past winter as a basis of distribution, the rates paid in Inverness were, for Grades A and B, \$292; C, \$176, and D, \$116.

In Victoria the rates were somewhat higher for the more advanced grades—teachers of Grades A and B having received an annual salary of \$418, and teachers of Grade C, \$212—while teachers of Grade D received only \$101 for the year.

During the past winter term the Government paid the teachers of this district the following gross amounts:—

South Inverness .....	\$3210.67
North Inverness .....	2611.15
Victoria .....	2309.05
Total .....	\$8130.87

And at the close of the summer term each sub-district was paid as follows:—

South Inverness .....	\$3112.98
North Inverness .....	2587.24
Victoria .....	2524.00
Total .....	\$8224.22

Making in all an annual disbursement by the Government, \$16355.10.

It appears to me that this money is partially misapplied. The School Act was framed especially in the interests of the poor, while as a matter of fact the wealthy and middle classes profit to just as great an extent as the poor.

I consider when pupils pass beyond the Fourth Grade in the prescribed Common School Course of Study, they should pay reasonable fees, and funds so obtained might be applied for the purpose of supplementing the semi-annual Prov. Grant. Do I disapprove of Secondary Education? Not by any manner of means. But I say when pupils are taught Mathematics and the Latin and Greek Classics they should pay for the instruction received.

In visiting schools my attention has been more largely given to English Reading than to any other subject—simply because I consider it to be by far the most important branch taught in our pub-

lic schools. This is admitted by all to be a most difficult branch to acquire correctly. Clearness of tone and correct expression seem to be an natural inheritance to some, while others require the utmost assiduity to render them even partially successful in conveying the author's idea. It is an error to think that if the pupil reads as he speaks the end is accomplished. It should be borne in mind that the child needs even his habits of speech corrected. The teacher must be his guide, and from him must the majority of pupils learn whatever they are to know of correct reading.

The exercise as is well known is largely imitative. The lessons must be short and there must be a simultaneous drill every day, with the teacher himself or one of the most advanced pupils to lead. With careful supervision and constant practice even very young children can be taught to read intelligently ; indeed, young children are more apt to catch the teacher's exact intonation than those more advanced in years. The success or comparative failure of a school as a whole can be fairly estimated by the general appearance made by the classes in English reading. An invariable exercise connected with English Reading is oral spelling, a branch which has been attended with much success in nearly all the public schools.

Intimately allied with oral spelling is spelling by dictation of paragraphs in the regular reading lessons and writing prescribed extracts from either "The Spelling Book Superseded" or the dictation exercises in the "Fourth Reading Book." Any exercise of this description is attended with good results. The pupils are taught almost unconsciously correct spelling, the proper use of capitals, punctuation, the correct application of words, and indirectly writing and more or less English composition.

When engaged in the work of professional visitation I invariably examine the copy books from first to last, and carefully note any evidences of progress made during the course of the term. Among the teachers of the district we have some of the best penmen in the Province, and, I honestly believe, some of the worst. In this as in everything else the law of heredity probably plays a part. The black board is not sufficiently utilized in illustrating the best models of penmanship, correct position is not always insisted upon—and in some cases at least the head lines are written by hand. Now, when there is a change of teacher from term to term, each having a style of penmanship peculiar to himself or herself, the result obtained by imitating different models is apt to be productive of a composite character of caligraphy which is certainly not pleasing to the eye. In the January edition of the "Educational Review" appears an interesting report upon "writing in the Halifax schools." I endorse every word said by Mr. Symons, the chairman of the School Board, and particularly his reference to the evil effects resulting from the pupils using short pencils. I may add that the best time for writing is the last half hour of the afternoon session, and that each exercise should be carefully examined by the teacher and marked in pencil 1, 2, 3, to indicate *Good*, *Fair*, and *Bad*.

In no branch taught in the public schools of this district has there been more success than in arithmetic. The results obtained by the candidates who apply from year to year at the teachers' annual examination amply attest the accuracy of the statement. In this exercise although the memory has a duty to fulfil, the great object is to develop the reasoning powers and to give the children clear ideas and a complete understanding of the work performed. Whenever I pay a professional visit I always insist upon an examination from the very first page up to the exercises on hand.

The above constitutes what is called in Germany the "*bread and butter*" branches of education, and that great nation's aptness in nomenclature is as clearly evinced as the fact that they are universally admitted to be the best educated nation in Europe.

Do you not consider that there is a manifest anomaly in the educational history of this province? Much time and energy have been spent and an enormous amount of money has been expended on education during the past quarter of a century, while the only test of progress publicly provided is the annual examination of candidates for the teaching profession. And if the question be asked of any of the applicants if they intend to adopt the vocation of pedagogy for life,—not one in one hundred will reply in the affirmative. It is quite right for the Government to provide intellectual gymnasia to test the attainments of candidates for the teaching profession. But should there not be a subsidiary test provided to indicate one's success in such essential branches as English reading, Arithmetic and Writing. I am so much impressed with the absolute importance of an annual public examination on these lines that I am prepared at any time, in the event of the idea being carried out—to furnish the necessary funds to provide the Department of Education with a silver medal to be awarded annually to the person making the highest aggregate average at any examining station within this district—the syllabus of examination to embrace English reading and spelling, the elementary rules of arithmetic, including the commercial tables, and writing, including dictation. The tests to be neatness of papers, rapidity and especially accuracy.

In the ordinary course of events nine-tenths of the children now attending school will pass lives similar to their fathers, and while I am prepared to admit there may be some village Hampden among the number, the great body of them will be farmers, fishermen miners or craftsmen. I am therefore anxious to stimulate their young minds to healthy effort to do well whatever their hand findeth to do wherever their lot may be cast.

*The County Academy* at Port Hood was for the past two years conducted by Mr. Eaton, a teacher of first-class attainments. After the holidays the principalship was transferred to Mr. D. S. McIntosh, a recent graduate of Dalhousie University, who has the distinction of having passed several years ago for grade B, being fourth on the published list of successful candidates, and at the last

July examination in the county of Halifax, he was the *third* successful candidate for grade A in the whole Province. Mr. McIntosh is evidently on the threshold of a career of brilliant promise.

During the winter term the academy at Baddeck was in charge of Mr. Tuttle, a graduate of Acadia College, who was succeeded in May by Mr. J. B. Johnson. The school was officially visited early in October, and was examined in Geometry, Latin and English composition. During the term there were 18 pupils in the First Year ; 12 in the Second ; and 5 in the Third. The general success of the classes is amply evidenced in the fact that two of the pupils passed their university matriculation with honour.

The attendance was uncommonly large during the summer term and the talented principal had in consequence to work much harder, than he bargained for. He was therefore compelled to resign, his health having failed. I was very sorry indeed to see him drop his classes when they were so thoroughly grounded in elementary academical work.

The Indian school at the head of Whycocomagh Bay has met with a severe loss in the death of Mr. John McEachern, who had been in charge of the reservation school ever since its formation 18 years ago. Mr. McEachern was the oldest teacher in the county, and was always distinguished for his integrity and uprightness.

In addition to his prescribed professional duties he, like aged Nestor of Homeric story, was the faithful counsellor and staunch defender of his dusky wards in many a battle. Time and again did unprincipled adventurers jump the line fence of the poor defenceless Indians, but in every case they were compelled, in the law courts, to vault back again. The settlement is now peaceful and contented, and the school is in charge of a native Micmac, who can teach the poor children the elements of an English education, and can at the same time converse with them in the euphonious language of the children of the forest.

Miss McEachern is still in charge of the Wagamatcook school in the county of Victoria. When I visited the school in October I found the enrolment of pupils large, but the average attendance small, and this unsatisfactory condition of things will continue while the *Bedouin* instincts of the time live and flourish. In both settlements farming operations are carried on to some extent, and each individual who has attained the years of maturity has a small cottage of his own.

#### THE ANNUAL EXAMINATION OF TEACHERS.

The number of candidates who applied at the July examination of teachers was uncommonly large and the amount received in fees exceeded the receipts of any previous year in our educational history.



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The number of candidates at each of the stations of examination, together with the names of *three* candidates who made the highest averages are arranged in order of merit as follows :

PORT HOOD.

53 candidates—12 C's and 41 D's ; 6 C's passed for the grade applied for and four of the number took D ; while 2 failed entirely. Of the D applicants 4 passed and all the rest failed.

The highest averages were made by Theresa McDonald, Port Hood, Grade C, average 62.9 ; Alex. Campbell, Black River, Grade C, average 62.2 ; Stewart McDonald, Whycocomagh, Grade C, average 60.5.

PORT HAWKESBURY.

35 candidates—1 A, 2 B's, 12 C's, and 20 D's. The B's failed to obtain the grade applied for although one passed for grade C and the other for grade D. Of the candidates for grade C, 6 passed for grade applied for and 5 passed for grade D.

The highest averages were made by Hannah M. McLeod, West Bay, grade C, average 60.8 ; Luella Embree, Hawkesbury, grade C, average 58.9 ; Alex. McFadyen, Malagawatch, grade C, average 55.6.

MARGAREE FORKS.

40 candidates—2 B's, 9 C's and 29 D's. Of the B applicants only 1 passed—the other obtained a good C ; of the 9 C candidates none succeeded to obtain the grade applied for, 6 of the number, however, passed for grade D. There were 26 candidates for grade D—only 2 of whom received the grade applied for, all the rest failed.

The highest averages were made by Ronald Beaton, Mabou, grade B, average 57.8 ; Ellen J. Coady, Margaree Forks, grade D, average 52.6 ; Moses W. Murphy, Egypt, grade D, average 51.2.

CHETICAMP.

32 candidates—12 C's and 20 D's. Of the candidates for grade C only one succeeded in obtaining the grade applied for—but 6 obtained license of grade D, and of the 20 D applicants only 3 succeeded.

The highest averages were made by Ephraim Chiasson, Cheticamp, grade D, average 52.9 ; Hubert AuCoin, Cheticamp, grade C, average 51.3 ; Michael Crispo, Cheticamp, grade D, average 50.05.

BADDECK.

40 candidates applied at this station—2 for grade B, 14 for grade C and 24 for grade D. Both B's failed although one obtained C and another D ; of the C applicants 8 obtained the grade applied for, 5 passed for D and one failed entirely ; of the applicants for grade D 6 succeeded and all the rest failed.

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The highest averages were made by Bessie F. McRae, Baddeck, grade C, average 63.7; Mary A. McDonald, Nyanza, grade D, average 60.2; Agnes J. McLennan, Nyanza, grade C, average 58.8.

The averages made particularly at some of the examining stations were certainly not very complimentary to the quality of the *pabulum* furnished in some of the public schools. When a candidate fulfils the requirements of the syllabus merely with "the skin of his teeth" he has not much to be proud of.

It is fully admitted that in some of the public schools there is ample room for improvement—but it is cheering to think that there are others which give the casual or accredited visitor as much genuine pleasure as a visit to Niblo's or the Alhambra. From the school house door of one of the most mountainous sections in the district, one can see the home of a clergyman, of a college professor, of a member of the medical fraternity and of a senator of the Dominion parliament—all of whom received their early education within the unadorned walls of the little district school house.

A few miles further on is another school which has produced scores of teachers of all grades and two ecclesiastical students of exceedingly bright promise, one of whom several years ago won a silver cup awarded by the corporation of the town of Pictou to the student of the third year in the academy who should make the highest aggregate average in all the branches of his year at the regular terminal examination; and in the month of September last the other won a senior scholarship in Dalhousie University, worth \$200 dollars a year and of two year's continuance.

Can two country sections within a few miles of each other, in the whole province, furnish a better record than the above?

During the year, two of our youngest school commissioners have been called to their long homes—Mr. Colin Chisholm and D. A. McLellan, Esq. Mr. Chisholm had taught school for several years and at the time of his death he was Government Land Surveyor for this county. His technical knowledge and experience in teaching were much valued at the regular sessions of the Board.

Mr. McLellan was a person of fine intellectual attainments and was famed for his splendid acquirements. He travelled extensively, principally on the Pacific coast and Mexico, where he met his death.

Allow me to close this report with an expression of gratitude to you for your continuous co-operation in advancing the educational interests of the district and for your rigid adherence to the requirements of the School Act.

Very respectfully submitted,

JOHN Y. GUNN.

A. H. MacKAY, Esq., B. A., B. Sc., LL.D.,  
*Superintendent of Education.*

## DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

W. E. MACLELLAN, LL. B., *Inspector.*

SIR,—

The annual statistical tables already forwarded to your office contain nearly all the information of special interest or value concerning my inspectoral district during the past school year. In addition thereto I have but little to report.

As you are already aware I was prevented by continued ill-health from fully performing my usual allotment of work during the winter term. In summer I visited all the schools in my district, with the exception of Pictou Island, Big Island, Greenvale and Thorburn, all in the district of South Pictou, which I was compelled to leave, for lack of time.

With reference to individual sections I have to report the loss, by fire, of the school house of Southvale, section No. 51, South Colchester. The section is a weak one. Owing to this fact and to disagreements among ratepayers, no steps have as yet been taken towards the erection of a new building.

A new school house has been built and provisionally equipped at Big Woods, Section No. 66, South Pictou. This is an old section, but has never before owned a building. From time to time in the past school has been conducted in private houses. Of late years, owing to the refusal of the Board of School Commissioners to permit this practice to be longer continued, the section has been without school privileges. The new building is a neat and comfortable one, well suited to the requirements of the section. School was held in it for the summer term.

The new school house at East French River, Section No. 54, South Pictou, over the site for which, as you are aware, so much contention arose, has at last been occupied and all disputes concerning it are, for the time being at least, ended.

Very handsome new buildings at Lansdowne, North Pictou, and South Branch, Stewiacke, South Colchester, have been completed and occupied during the year. The school house at Faneuil Hall, North Pictou, has been thoroughly repaired and made as good as new.

The question of laying off a new section, between East River St. Mary's, and Rocky Mountain school sections, was again brought up at the last meeting of the board of commissioners for South Pictou, and a committee was once more appointed to consider and report on the matter. The persons interested in the erection of a new section have already put up a building intended for school purposes within the limits of the proposed section, and also within the present limits of Rocky Mountain section.

A petition was also before the South Colchester commissioners, praying for the division of Alma section, No. 38, into two sections. As the matter was not regularly brought up, it had to lie over for a year.

The tendency in the country would seem to be to increase rather than to decrease the number of sections as advised by the Council of Public Instruction. These proposed divisions need careful watching, as the cause of education is at present suffering from too many small and weak sections which, in many cases, might be advantageously and profitably united with others.

School work in my district has gone on smoothly and, on the whole, satisfactorily, comparatively speaking, throughout the year. Every organized section has had school during some portion of the year with the exception of Carribou Island, where there would seem to be a failure of pupils, or at least a failure on the part of the parents of such pupils as there might be, to send their children to school when one is provided.

I think I may safely report some improvement in the methods of teaching certain subjects, if not all. In language and geography the teaching is certainly better. The text-books are being handled more rationally; and the word-stuffing process is less vigorously pursued. Reading, writing and arithmetic are, I believe, the least satisfactorily taught subjects laid down in the course of study. "Reading," in too many schools, consists in the mere saying of words apparently without much consideration or regard for their meaning either individually or collectively. "Writing" means, generally, from fifteen to twenty minutes daily with a copy-book. "Arithmetic," in the majority of cases, is "getting through" so many pages of the prescribed text-book. To remonstrances against the apparent neglect of these most important subjects, the reply is almost uniformly made that pupils have to be taken over certain ground, marked out in the course of study, and that no more time than is given can be afforded for the "three R's." The better training of teachers provided for under the new regulations will, no doubt before long, rectify to a large extent the faults at present complained of.

The recent alteration in the school year seems to have been received with general favour. I have heard but few complaints against it, except from those who are constitutionally opposed to change of any kind on account of the trouble likely to be occasioned in becoming adapted to it. How considerable that trouble has really been in the case of the new school year, has been deeply impressed on my mind by the magnitude of the correspondence with my office to which it has given rise. My time has been in greater part occupied for weeks in answering enquiries concerning various features of the new arrangement.

In conclusion I have to submit for your consideration the fact

that it is the opinion of most, if not all, the members of the various boards of school commissioners in my inspectoral district, that some provision should be made to indemnify them for time expended and expense incurred in attending board meetings. In South Colchester it is becoming difficult to secure a quorum at the annual meetings. An allowance sufficient to cover expenses, deducted say from the County Fund, might serve to promote larger meetings of commissioners.

I have the honor to be, Sir,

Your obedient servant,

W. E. MACLELLAN.

A. H. MACKAY, Esq., B. A., B. Sc., LL. D.,

*Superintendent of Education.*

DISTRICT No. 10.—CUMBERLAND AND N. COLCHESTER.

INGLIS C. CRAIG, *Inspector.*

SIR,—

An official relation extending over half a year as Inspector of schools for North Colchester and Cumberland, does not enable me to speak with the authority I desire in reference to their growth or present condition.

By great diligence I was enabled to visit 232 schools—164 in Cumberland and 68 in Colchester. A few schools were not inspected, due to the indisposition of teachers, or sections not having schools when I was in their locality.

There are in this district 218 sections, representing 274 schools. During the past term 251 of these have been in session, employing 256 teachers.

These teachers are thus classed :—

Grade A.....	2	Male.			
" B.....	12	"	Grade B.....	17	Female.
" C.....	11	"	" C.....	112	"
" D.....	6	"	" D.....	96	"
	<u>31</u>	"		<u>225</u>	"

Grand total days' attendance for the year, 1,164,068. Average attendance for school year, 5150 pupils.

Average salary for Males A and B, in District	.....	\$527.48
" " Females B,	"	270.43
" " Males C,	"	250.39
" " Females C,	"	226.91
" " Males D,	"	215.60
" " Females D,	"	152.79

It may seem like a loss of time to compare the present educational standing of Cumberland with that of less than a generation ago, when our Free School system was in its infancy, but it will suffice to show with reference to reports of intervening years, that there has been continual progress. The school population is much greater; the equipment of schools has much improved; the professional qualifications of our teachers have been advanced, and their literary standing raised at least 50 per cent. In proof of this last statement—there was not a lady teacher eligible for a grade B license, where there are now many holding this certificate.

Going backwards to the earliest records I have in my possession, four years after the inception of the Common School system there were in Cumberland 121 schools compared with 200 at the present time. This same year there were 6352 children in the schools taught by 107 teachers receiving as recompense from the province \$7,821, and from sections \$12,662 or a total of \$20,483. While this year the school population is over 8000 taught by 172 teachers receiving from the Provincial Treasury \$13,788, nearly double the amount as then, and as sectional aid \$23,102 or in all \$36,800.

The partition of Colchester makes it impossible to compare its growth with other years; consequently any neglect of mention is not intentional but forced upon me for want of distinct data.

In the past quarter of a century great changes have taken place in what was then small graded systems. While certain rural sections have not shown any great increase in school attendance the growth of such centres as Amherst, Springhill, Parrsboro' and Acadia Mines has been almost phenomenal.

In 1873 Amherst Academy was a school of five departments, "of few pupils and mostly residents of the town," where now thirteen full rooms exist with two just beyond the town limits.

Springhill, passing from a miscellaneous state about this time into a graded system, has two fine school buildings of twelve rooms. Besides these there are two departments in session in an old school-house making fourteen in all. Finding in one of these last named rooms at the time of my inspection 110 pupils present and 164 enrolled, I invited the School Commissioners to an interview to ascertain if there was any probability of giving these little ones, packed in a room too small for half the number, more accommodation. I found the school authorities alive to the necessity of providing more room in the near future if the press on their numbers continues. Their case is singular. Within five years they have built two fine houses after the most modern plans and now it is apparent that another is needed. The registration of this system is 1,100 pupils taught by 14 teachers. Dartmouth with about the same number has twenty one. My past knowledge of the Springhill schools enables me to say

that their educational growth has been equal to their numerical. This year one of its departments is asserting itself to be classed as a high school. I cannot refrain from saying a kind word in commendation of the late principal, Mr. McTavish, who was so conscientious in the performance of his duties.

Fifteen years ago Parrsboro High School had but two departments. Now it has seven, conducted by a most efficient staff. A congested attendance makes it imperative that another room be added at an early date. I trust that the people of this favored town will soon see the necessity of providing accommodation in keeping with their status among the schools of the province. By extending the bounds of their present school premises they could have the finest grounds in the county.

Acadia Mines, another school of rapid growth, is under the competent principalship of Lenfest Ruggles. It ranks easily as a High School. Like Parrsboro it is in need of a better house, but owing to the unstable state of business in the town, the commissioners did not deem it prudent to ask them to build.

Oxford, a manufacturing centre, has four departments. It is complimentary to Mr. Slade, the principal, that he maintains so efficient a school at the head of four rooms. Beside the Common School course he does work in Grades IX and X. A most pleasing feature in his work is the perfection to which he brings the art of song. He teaches both systems, the staff notation and tonic sol-fa. His advanced pupils are able to transpose from one system to the other.

Great Village School is in charge of H. Gratz, B. A., (Dalhousie), and Pugwash has Horace L. Brittain, an under graduate of New Brunswick University. Both these schools have three departments and are doing High School work.

Joggins, Tatamagouche, Lorne Vale, Folly Village, Central Economy, Five Islands, Advocate, River Hebert, Port Greville, Wallace, are schools of two rooms. I have not marked these schools or teachers to flatter them. I care not to be understood as making invidious distinctions. There are many excellent teachers and good miscellaneous schools maintained at greater odds than those mentioned, but space forbids me to particularize further.

Building or renovating school rooms has been much in operation during the past year.

Amherst, at an expense of \$35,000, has erected the finest building and most modern in equipments in the province. It is situated in the south of the town on a beautifully level tract, embracing two and one half acres, which cost \$3200. The building is 130 feet long and 72 feet wide. A portico 66 x 7 feet on the front extends full height of the structure. It is three stories in height with basement entire size of superstructure. The material of which it is built is

brick with brown stone trimmings, obtained in the neighboring quarries. There are fourteen very spacious school rooms besides laboratory and teachers' room. The assembly hall is 66 x 71 feet. Principal's room 38 x 42. Every precaution has been taken to make it as nearly perfect as possible in its heating and ventilating arrangements. The system used is Fuller and Warner's, which is supplanting all others in the large American schools. Some of the points of merit are that the foul air duct is on the same side of rooms as duct admitting warm air, thus necessitating a complete circuit of the fresh warm air before it reaches the point of egress, a flue. Every teacher has control of supply of warm and cold air from the desk. Any demand for more heat is indicated at the furnace. The "dry closets" in the basement have a distinct chimney or flue so that it is impossible for noxious odors to reach any of the school rooms, and their return to the basement is prohibited by a heater placed in direct line with the current of air entering the pit. All matter is dried or burned without removing, thus completely obviating any possibility of infection or contagion.

Oxford Junction, Shulee, Truemanville and Northport have renovated their buildings. Amherst Point has made extensive repairs and enlarged their school grounds.

New Truro Road, Harrison's Settlement and Bass River have erected new houses. The enterprise displayed by the last named section in face of so many misfortunes is commendable. Having lost by fire a comparatively new building last winter, they straightway erected another of two rooms on the same beautiful site.

Special Mention is due Pleasant Hills and Little Bass in Londonderry for the interest manifested in having their rooms and school-grounds improved.

There are at least six buildings that have served their time, and I trust that it will not need coercion to show the people their need. I may cite the Joggins as an example.

Many of our schools could be better, that is, the teachers. Heretofore the avenues to the teachers' ranks have not been sufficiently guarded, and much useless *talent* has gained admittance. Recent changes in licensing must inevitably bring a beneficial change.

The one term system is also welcome. Short terms and frequent changes of teachers have wrought more mischief than can be measured. Its worst result was a poor classification for which you could hold no one responsible, since every teacher disclaims all errors made in this way, and assigns them to his predecessor. F. W. George, M. A., an Inspector of schools for this county, 1868, anticipated this time, when he writes in one of his reports on the frequent changes, saying:—"The evil cannot be rooted out in a day; but once when the popular mind has been convinced that it is an evil, the educational authorities can apply a remedy."



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I must here record my indebtedness to Mr. Lay, my predecessor, for his kindness in initiating me into office. His good influence will long be felt in this district.

I herewith forward to you the statistical tables, teachers' returns, and notes of inspection.

I have the honor to be,

Your obedient servant,

INGLIS C. CRAIG.

TO A. H. MACKAY, B. A., B. SC., LL. D.,  
*Superintendent of Education.*

APPENDIX C.

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## Report of the Board of School Commissioners

OF THE

## CITY OF HALIFAX,

YEAR ENDED, OCT. 31, 1892.

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(I.)

CHAIRMAN'S REPORT.

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OFFICE OF SCHOOL COMMISSIONERS,  
HALIFAX, November, 1892.

To A. H. MacKAY, Esq., B. A., B. Sc., LL. D., F. R. S. C.,

*Superintendent of Education.*

SIR,—

Herewith I have the honor to submit the reports of the Supervisor of Schools and the Secretary of the Board, which contain fully all details in reference to the management of the County Academy and the Common Schools of the city of Halifax, together with the estimated as well as the actual expenditure incurred by the Board in the maintainance of same during the past year.

Debentures to the amount of \$134,000, bearing interest at the rate of 6 per cent. per annum, maturing in January, 1892, were paid by an issue of  $4\frac{1}{2}$  per cent. debentures for a like amount and for which the Board obtained par, thus making a great saving in our interest account.

During the year the following properties have been purchased by the Board, which they consider great acquisitions to the school properties, viz: A lot of land at the N. E. corner of the Albion street school property and another at the east side of the Compton avenue school property.

It has been deemed advisable to alter the manner of paying the

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teachers, and they are now paid in ten equal instalments in place of twelve as heretofore, thus saving the trouble of paying salaries during the vacations.

The compulsory school Act has been found to work well during the year and Policeman Webster holds as high a place in my estimation, as he did in that of my predecessor.

The Kindergarten and Manual training classes are still realities, I think I am safe in saying that they are permanencies ; already the former has branched out so that Kindergarten work is taught more or less in every primary department in the city schools.

I would here take the opportunity of manifesting my appreciation of the valuable assistance so freely accorded me by the several members of the Board, while filling the office of chairman, they at all times evincing a desire to further the best interests of our schools. I have much pleasure in adding my testimony to that of my predecessors as to the high qualifications of the Supervisor, Mr. Alex. McKay, and the Secretary, Mr. R. J. Wilson, for their very responsible offices.

I have the honor to be,

Your obedient servant,

WM. J. BUTLER.

(II.)

# Report of the Supervisor of Halifax Public Schools,

FOR THE YEAR ENDED 31st OCTOBER,

1892.

TO THE CHAIRMAN AND MEMBERS OF THE BOARD OF SCHOOL COMMISSIONERS FOR THE CITY OF HALIFAX :

*Gentlemen*,—I beg to submit for your information concerning the Public Schools under your management, (1) the statistical tables required by law, together with some additional interesting facts, (2) a report of the condition and progress of the schools as a whole, and (3) certain recommendations which, if adopted, will greatly increase their efficiency.

## ABSTRACT OF TABLES FOR COMMON SCHOOLS.

WINTER TERM, 1891-'92.

GRADE	Male Teachers.		Female Teachers			Totals.		No. holding Normal School diplomas.	No. without professional training.	No. of teaching days.	No. of pupils enrolled.	No. over 15 years of age.	No. under 15 years of age.	No. of Boys.	No. of Girls.	Grand total days' attendance.	Average daily present.	Average number of pupils for each teacher	Percentage of attendance.	
	A	B	C	D	Male.	Female.	No. of Departments.													
																				Class I.
1892.	2	9	34	68	4	11	106	117	32	85	120	6211	188	6023	3069	3152	501818	4368	87	70
1891.	2	8	33	67	3	10	103	113	30	83	119	5734	147	5587	2825	2909	487065	3832	34	68
Increase..	.....	1	1	1	1	1	3	4	2	2	1	477	41	436	234	243	64733	546	3	2
Decrease..	.....																			

## SUMMER TERM, 1892.

1892.	1	10	34	72	4	11	110	121	32	89	94	6649	146	6493	3276	3373	423965	4696	36	70
1891.	2	10	33	67	3	12	103	115	31	84	93	6483	178	6305	3147	3336	400630	4513	39	69
Increase..	.....	.....	1	5	1	.....	7	6	1	5	1	166	.....	188	129	37	23455	183	.....	1
Decrease..	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Total number of different pupils enrolled for the year, 7,310.

Cost per pupil for 1891, \$12.45; for 1892, \$12.33; decrease per pupil \$0.12.

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Let me call attention to a few of the leading facts shown by this abstract.

1. There has been a large increase in the number of regular teachers employed. At the close of the school year ending October 1891, we had 115 teachers. There are now 121, besides, of course, those in the County Academy, making in all 127.

2. Women are gradually monopolizing the teaching profession, having increased in the last ten years from 85 to 91 per cent of the whole number of teachers in the city.

Although not approving of the change, yet I must admit that it has been attended with satisfactory results in Halifax. For example, no male principals could be found for the National or Bloomfield schools, at anything like the salaries paid there at present, that would do nearly as good work as the ladies now occupying those positions. Indeed, it would be difficult at any price to find men who would do better in those particular schools.

Men are either going out of the profession or making it a stepping-stone to something more remunerative, because in the less important schools or grades, their salaries are inadequate to a tolerable existence in the social positions to which their culture entitles them.

3. The number of teachers having a recognized professional training is very low, only 26 per cent.

This showing is perhaps worse than the reality, for there are 31 teachers belonging to the religious orders, who, though not so well trained in the theory of education as they would be in a Normal school, are more carefully taught the practice of teaching before taking charge of public schools.

4. The number of enrolled pupils for the winter term of this year as compared with that of the preceding year, shows an increase of 477; the summer term an increase of 166. The total number of different pupils registered for the year was 7,310, being an increase of 272.

The increase of the summer term is about normal. The extraordinary increase of the winter term after the decrease of the preceding year, shows most clearly the repressive influence of the diphtheritic scourge of the winter of 1891.

5. It will be noticed that the average number of pupils to each teacher has increased from 34 to 39.

6. The regularity of attendance has considerably improved. This may be partly caused by the improved sanitary conditions of

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the schools, but we know that it is also partly the result of greater stringency in the enforcement of the Compulsory School Law.

I have not known of a compulsory law having been enforced in any country with as little friction as in Halifax.

Some of the credit of this is due to the wise provisions of the law itself, but much more to its wise administration. The prosecution of the cases is conducted by Secretary Wilson, without mistakes and with the skill and ability of a lawyer. Truant-officer Webster also does his part admirably. His diligence in looking up truants, in encouraging parents to avoid the penalties of the law, and his shrewdness in obtaining pertinent information, are worthy of all praise.

7. The cost per pupil has been \$12.33, or 12 cents per pupil less than it was last year. This is a smaller expenditure per pupil than that shown by any of the large cities of the Dominion except St. John, which has scarcely yet recovered from the disastrous effects of the fire of a few years ago.

#### SCHOOL ROOM ACCOMMODATIONS.

In this connection I have not much to report for the last year.

The cleansing, painting, and white-washing operations have given us class-rooms of which we need not be ashamed. In these respects they will compare favourably with those of any city. The blue-tinged ceilings and the light-green walls are found to have a pleasing effect and to be easy on the eyes.

The janitors for the most part do their work well.

Many of the teachers decorate the walls of their class-rooms with pretty pictures, the windows with flowers and the blackboards with artistic drawings. In several instances the platforms are covered with oil-cloth, at the teachers' expense, and the pupils provide dumb-bells, wands, &c., for calisthenics. The school board has furnished pretty cabinets which are well stored with books or natural history specimens useful for teaching purposes.

Several sets of the most improved desks have been furnished.

Except in providing libraries, which should be done in part by the Government and in part by the pupils, and in supplying simple apparatus for science lessons, there is not much more immediately required for the complete furnishing of the schools.

It is perhaps worthy of special mention that through the liberality of one of the ex-commissioners a small library has been started in connection with St. Mary's Boys' School. It will be enlarged by donations from the pupils and their friends, and will be of very

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great benefit to the pupils, supplying them with good literature and displacing the harmful sensational novels which are nowadays ruining so many children in every city.

I may be allowed here to make some remarks on some of the recommendations made in my last report.

1. *Ventilation.* Several teachers are giving more attention than formerly to ventilation. There is, however, much carelessness yet. I often visit school-rooms unprovided with any effective means for carrying off the used-up air; crowded with children, and yet with every door and window closed. At the very least such rooms should have ventilating boards provided for the windows, and it should be made absolutely imperative on the teacher to have windows or doors slightly open at all times when many children are present. In addition to this, at recess, at noon and at dismissing of school every window should be thrown wide open long enough to clear the room. Experts tell us that even when the foul air is being continually replaced by pure air, a space of 200 cubic feet should be allowed for every scholar. While many of our school-rooms have that much or more yet there are some with only 80 or 90 cubic feet per pupil and the air in that limited space is not continually changing. If school commissioners, parents and teachers had any adequate conception of the gain to the pupils in mental work, in health and comfort, and even in morality, these evils would soon be remedied. Like a piece of delicate machinery befouled with dust, the brain poisoned with the impurities arising from fifty pairs of active lungs, is not likely to transmit the best and purest thoughts of the soul.

It is estimated by competent authorities who have gathered the statistics that the lives of forty per cent. of the people living in our climate are shortened by the vitiated air of our dwelling houses, public halls and school rooms. To this we may add the dangers arising from the morbid germs of zymotic diseases so readily conveyed in the clothing of children from the diseased inmates of their homes and so easily finding lodgment in tissues weakened by want of a proper supply of oxygen. Surely pure air as well as a free education, is the birthright of every child.

2. A new school building to replace those now used for the National and Acadian schools. It is a disadvantage to have duplicate classes in these two small schools; whereas if they formed one school there would be but one grade to each teacher and therefore more efficient work. With better classification a greater number of pupils could be taught by the same teachers. A healthier locality, some play-ground and better class rooms are other important advantages that would be secured by the change. And why should it not be made without delay? Surely the \$350 now paid as rent for the National school building and the proceeds arising from the sale of the Acadian school would procure funds enough for a building in the central part of the city that would be a credit to the school

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commissioners, an ornament to the city, and what concerns us most an attraction to the parents of this important locality.

3. Bloomfield school, with an average of 65 pupils for each teacher, notwithstanding its having an additional rented room, is greatly overcrowded. Either it should be enlarged or what for the present would relieve it, Compton avenue school building might be completed at an annual expense not to exceed the rental of the two extra rooms now used in connection with these schools. One argument in favor of adding to Bloomfield school building arises from the fact that it has such a large site.

4. There is a district bounded on the north by Richmond street, south by Wellington Barracks and west by Gottingen street, in which pupils under ten years of age find it difficult to get the school accommodations which they desire. Another storey added to the Protestant Orphanage school building or a single class-room at the south end of North Star street, would meet the demand, relieve Bloomfield school, and enable several children now kept at home in winter to attend school.

5. As some of my other recommendations of last year have been receiving more or less attention it is unnecessary that I should further refer to them here.

#### WORK OF THE SCHOOLS.

Besides having made numerous visits on business matters I have during the last year made over 540 *regular* visits to the school-rooms, mainly for the purpose of ascertaining how the various subjects were presented to the pupils and which subjects were neglected. For faithful drill along the lines of the course of study, for good order without undue severity and for neatness in their school-rooms, our teachers excel. They are striving to get all the light they can on all that affects their work,—they take educational papers, they attend teachers' meetings, and readily adopt any reasonable suggestions, and the most of them consult and work with their Principals.

Taken as a whole they illustrate in their conduct, the three essential qualities of good breeding; viz., morality, self-control, and courtesy. They deserve and invariably receive the treatment due to ladies and gentlemen from those who can themselves be placed in either of these categories.

But notwithstanding these words of praise, it is probably my duty to point out a few things in which some of them are deserving of censure.

1. A few of our weakest, but also a few of our strongest teachers are occasionally late in reaching their class-rooms; that is, they are not in their places twenty minutes before the opening of the school



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in order to prepare for the day's work, to look after the classrooms, &c. An occasional carrying out of the rule requiring such teachers to register the time of their arrival at their rooms, will probably remove the fault.

2. The subjects of drawing and singing are not receiving the steady, intelligent and systematic attention which they should in all departments. A provision in the new regulations of the Council of Public Instruction, making drawing one of the subjects of examination for entrance into the academies, will do much to increase its importance in the opinions of Principals.

Drawing from the flat, about the only kind at present in the schools, may give the pupil some facility in the use of the pencil, but it does not educate in the idea of form; it does not teach the pupil to see the essential characteristics of things. Every teacher should herself practice and teach drawing and shading from the object, no matter what may be the grade of her class.

3. Not all of our teachers are dominated by the idea that the development of character is the grand object of the school; that next to that comes the development in the child of the power of independent thought. The acquiring of a certain amount of useful information is of course important, but it is of secondary importance. There are some of our teachers who do not deliberately plan their school exercises with an intelligent view as to their effect in stimulating this or that particular element of character, habits of industry and accuracy, love of truth, &c. They do not frame their questions with the express purpose of making their pupils think for themselves. They are too often satisfied if their pupils can give the correct words of the answer—delighted if he understands what he says, even though he may have arrived at that understanding without any effort of his own, but merely through the simplified explanations of his teacher.

As I said in a former report, we have teachers who are satisfied to be lesson-hearers, who cultivate a mechanical memory rather than thought. These criticisms suggest to us the importance, the nobility, and the exceeding difficulty of the teacher's vocation.

4. Teachers neglect to utilize the practical for the instrument of culture. The masticatory powers of a child are more normally and profitably developed by chewing nourishing food of the proper consistency than by chewing a rubber ball. The powers of the mind can be better developed by grappling with the problems of real life and with problems conveying useful information, than by artificial mental gymnastics such as we find in arithmetical puzzles and dead languages.

#### REMARKS ON PARTICULAR SCHOOLS.

Acadian—The attendance was small, yet it was 15 more than for the corresponding term of the preceding year. The inability to get

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the necessary text-books causes, in the opinion of the Principal, a loss of 25 per cent. of the pupils' school work. The teachers have made every reasonable effort to keep up the attendance.

Africville—The attendance and work of the pupils have greatly improved.

Albro street—This school has suffered somewhat from frequent changes of teachers. Of those schools doing only common school work it still competes with Morris street school for the first place.

Alexandra—This is now the largest school in the city, enrolling 750 pupils, or 100 more than ever before. Thirty per cent. of the whole number belong to the first grade, and six per cent. to the eighth grade. In most of the rooms the new ventilating system is working very satisfactorily.

Compton avenue—An experiment in teaching writing without copy books was successfully tried in this school for the last year. The principles of penmanship are explained on the blackboard and practised on blank paper or in exercise books. Great care is required of the pupils in all written exercises, with the result that no other school in the city can show as good work in this subject. This school has also the distinction of having made the highest percentage of attendance during the last term.

Lemarchant street school, with an average of 72 enrolled pupils to each teacher, will soon be requiring more school accommodation. The pupils have made very satisfactory progress during the past year.

Morris street school enrolls only 14 per cent. of first grade pupils, and as high as 15 per cent. of eighth grade pupils. This school is further characterized by its faithfulness in carrying out all parts of the course of study. It has opportunities for doing this that many other schools have not.

National—The attendance at the National school has been pretty steadily declining for the last twelve years, being now only 57 per cent. of what it was in 1880. The teachers are very much hindered in their work by the inability of pupils to get the needful supply of books.

R. C. Orphanage—Here we have an enrolment of 108 pupils. The senior department, in charge of Sister Berchmans, is especially worthy of mention for the excellence of its school work.

Richmond—The attendance in this section of the city is better now than it has been at any time since 1881. The new Principal, Mr. Marshall, stands high both as regards scholarship and aptitude for teaching.

Russell street and St. Mary's boys' schools are both without pupils doing eighth grade work, owing to the regrettable fact that the children are withdrawn before they complete the course.

St. Patrick's girls' high school—In consequence of an effort on the part of the teachers to raise the standard of work in this school, the entrance of pupils has been somewhat restricted—the number enrolled being only 66. Of these, 27 are doing 1st year academic work ; 35 second year ; and 4 third year work.

Thirteen pupils of this school were successful at the teachers' examination last July, in obtaining licenses of various grades. Many of those who secure licenses, however, are not likely to succeed as teachers, or they have to wait many years before they receive appointments. For the purpose, therefore, of putting the young ladies in the way of earning a livelihood as soon as they leave school, the teachers purchased a typewriter for their use, and a large class is now receiving instruction in shorthand and typewriting.

Halifax Academy—The record of the academy for the last year is remarkably good. Five regular and special students attained the scholarship requisite for academic licenses as tested by the provincial examination for teachers. Two obtained 'B' licenses ; 9 obtained 'C' licenses on 'B' papers ; 5 obtained 'C' on 'C' papers ; 10 obtained 'D' on 'C' papers, and one a 'D' on 'D' papers—in all 32 students of the academy obtained teachers' licenses. Quite a number passed the simple matriculation examination at Dalhousie College ; two of them taking second and third ranks respectively, at the competition scholarship examination. Another pupil, Mr. William Mackintosh, took fifth place at Cornell University against 900 competitors, winning a \$400 scholarship.

This is a record of which Halifax is justly proud. With such opportunities the young men and women of this city can hold their own against all competitors from outside, and prosper in all departments of life for which such an education prepares them. If only the education of the academy could be diverted somewhat into industrial lines, it might be still better for the prosperity of the city. Countries that occupy the proudest position in the world's history owe their pre-eminence in every instance to education rather than to material resources.

Mr. Howard Murray, the new Principal of the academy, has by his skill in teaching and good management, his interest in the success of all his pupils individually, his self-sacrificing and continuous labors, and his urbane manners, already won a warm place in the affections of all his pupils and of their parents.

Mr. Morton, the new teacher of science and mathematics, has so far amply justified the recommendations and expectations of his friends.

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The academic teaching staff is as a whole particularly strong. Why attach so much importance to our high schools and have them like the common schools, free and open to rich and poor alike ?

1. Because society has become so complex that a high degree of intelligence is necessary to the proper performance of the duties of citizenship.

2. Because knowledge like riches is an element of great power, and if both these elements were confined to the few, the freedom of many would be endangered.

3. Because the thrift, energy and industrial success of a people are in proportion to the general diffusion of the higher knowledge.

4. Because every voter should be able, not only to read, but to comprehend what he reads and to reason accurately, so as to be able to detect the sophistries by which unprincipled demagogues try to force themselves to the front in politics or society.

5. Because a man should be able not only to write his name and do a little book-keeping, but he should be able to express his thoughts clearly and use his pen in the defence of his rights.

6. Because more important than the 'Rule of Three' is a knowledge of the principles of local and national government and a knowledge of social science.

"The simple fact is, that looked at from the standpoint of the greatest utility to the state, the work of the common schools, except as a foundation for that which is higher, is not as valuable as the work of the high schools and academies. All processes have become so intricate, all relations so complex, that the man who knows only the three 'R's' has, without mastering the situation, added elements of danger to it.

'A little learning is a dangerous thing,  
'Drink deep, or taste not the Pierian spring.'

"The whole country, especially in its cities, is suffering from deficiency in broadly educated men. Our political business and social life are involving deep questions relative to the welfare of the community which can never be solved by men who are but half-educated."

7. Because in a democratic country like ours, all have the same natural rights and all must be allowed so far as possible to have an equal start in life. For very good reasons a large proportion of the brightest and best intellects are found in the homes of those who cannot afford a special training to their children. They value, therefore, very highly that inestimable boon "The Poor Man's College;" the High School and the Academy.

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### NEW SCHOOL LAW.

It is proper that I should, without dwelling on them, call your attention to a few of the recent changes in the school law.

1. Hereafter the school year begins on the first of August. This makes it desirable that pupils entering school for the first time should do so immediately after summer holidays, or at the beginning of February. Parents should have notice of this fact, otherwise much inconvenience will be experienced in primary classes.

2. An Act to provide for the more thorough study of the effects of alcoholic drinks on the human system has been passed by the Legislature. Upon it being shown that any teacher has failed to carry out the provisions of this Act, the government grant due to the school board on account of such teacher may be withheld.

3. Grade B scholarship without professional qualifications entitles hereafter only to a C license, and so with the other grades. Thus the advantages of a Normal school training are emphasized.

4. Penmanship, drawing and spelling are henceforth to be elements in determining the pupil's right to enter the academy. These subjects will, as a consequence, receive more attention in the common schools hereafter.

5. In the High school curriculum Latin, Greek, and the memory-work of History and Geography do not count for as much as formerly, while the practical sciences count for more.

### SCHOOL EXHIBITIONS.

As being connected with the history of our city schools for the past year, the school exhibition of industrial and hand work should be mentioned. All the schools but one took part, and covered 6500 square feet of surface with samples of the handiwork of the pupils. Specimens of writing, drawing, commercial forms, map-drawing, Kindergarten work, wood-work, etc., from all the pupils according to their grades, formed a sight well worth seeing. The teachers deserve credit for the patriotic spirit with which they entered into the project. It served the purpose of stimulating to better work in these subjects, and of showing the public that really good work was being done in the public schools.

### PSYCHOLOGY.

Prominent among the professional subjects engaging the attention of our teachers during the last year was a valuable course of lectures on Psychology, by Professor Seth. They were heard by nearly all the teachers, most of whom received much good from them.

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WRITING.

After holidays special attention was given in the Teachers' meetings to the best methods of teaching writing. The result may be summed up in the following conclusions at which the teachers arrived after careful investigation.

1. Instead of slates pupils should use exercise-books. They would be noiseless, the work would remain for inspection or reference, being permanent more care would be exercised, while the cost would not be much if any more than that of slates.

2. Pupils when writing should sit in the "right central position" both arms on the desk at an angle of 45 with the front of the desk, writing lines parallel to the front of the desk.

3. Vertical script is better than slant, being more legible, more easily learned, better adapted to secure the hygienic position. It is the most used in English schools, in nine-tenths of them, and in many schools on the continent. It is recommended by German experts.

4. In normally shaped hands pens should be held as recommended by Gage in his system of penmanship.

5. Pupils when writing should be required to be always in correct positions and to hold their penholders or pencils correctly. Writing exercises should not be so long as to become tiresome. Writing should be chiefly taught from the blackboard and by the use of exercise paper and movable headlines.

7. No haste to get through with much work should cause the teacher to tolerate any written exercise which is not in good form.

## KINDERGARTEN.

I am happy to be able to report that the five candidates in training for Kindergartners passed successfully their examinations at the close of the first year's work. The successful candidates were:

Miss Elizabeth M. Mahoney,	Grade R.
" Helen T. Moody,	" C.
" Henrietta DeWolfe,	" C.
" Beatrice M. Lawrence,	" C.

These are all now engaged at half the regular salary of their grade for one year according to agreement.

Miss Kate Fletcher, grade C, a special student, also passed the examination, heading the list. She is now teaching in Albro street school.

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After holidays the training school opened with six students. Mrs. Harriman, the Director, has more than realized my most favourable expectations regarding her success. She has been of very great service to the primary teachers to whom she has given a series of "talks" on primary work.

#### MANUAL TRAINING.

On this subject I beg to submit the special report of the teacher, Lee Russell, B. Sc.:

ALEXANDER MCKAY, *Supervisor,*

SIR,—

In order to equip the shop and to make plans for work, I came to Halifax about the middle of August, 1891. After consultation with your Committee it was decided to buy the first half dozen benches and some of the tools in Boston and the remainder in Halifax.

We were able to receive the first class of six pupils from the academy on September seventeenth, and from that time on there has been a steadily increasing attendance. It was soon found necessary to increase the capacity and six benches were built by Mr. Morris, and put in place November 19th.

January 12th, 1892, six more benches were ordered of Gordon & Keith. They were nearly as good as those had from Boston, and at a much less cost.

With this last addition we are able to take eighteen pupils at a time or three times the original number. At each increase there have been boys ready to fill the new places, and never has there been, except just previous to examination and grading times, so great a percentage of absences as in the regular schools.

There has been a total enrolment during the school year ending in July, of one hundred and sixty pupils. Of these there were one hundred and eight or sixty-seven per cent. still attending regularly at the close of school.

Of the fifty-two who dropped out, I know definitely that twenty-three have left school altogether. This leaves twenty-nine, or eighteen and one-tenth per cent. of the whole number enrolled about whom I have no definite information. Comparing this with like schools under similar conditions in the United States, the showing is greatly in our favor. In one large city over forty per cent. dropped out of the manual training school while still continuing to attend the regular schools.

The work done during the first year has been largely experimental, but always along certain definite and well considered lines. In establishing Manual training in a community, it is necessary first to study the pupils, to find out what skill they have naturally, what

are their tastes and what kind of work is best suited to their needs. For instance, the Swedish Sloyd is not, in my opinion adapted for Halifax boys. It was carefully tried and found unsuitable. The same is true of the so-called Russian System. The plan devised in the spring of 1892, is a modification of the Russian System and for a kind of 'working hypothesis' serves quite well. It is amended and improved as experience shows desirable. In the present state of the whole subject of Manual training, it is very undesirable to adopt any hard and fast lines. The most that can be done is to keep constantly in mind certain known principles of mental development and to try to found the course on them.

Preliminary exercises in the use of the simpler tools are first given. The use of the rule, try-square, marking-gauge and scratch-awl, is thus taught. Then simple exercises in sawing are introduced. When the pupil has acquired some skill and confidence, he is allowed to make a small pencil box. This combines the exercises already learned, introduces the new difficulty of assembling parts, makes apparent the result of good or poor work, and gives the pupil a tangible stimulating result. The same plan is followed with the later and more difficult work.

It appears that this plan works well. The pupil takes an intelligent and increasing interest in his work, he learns principles without realizing that he is so doing, and applies these principles with a very keen interest in the result. The tools and work are so brought forward as to give the hand, eye and mind a progressive training.

Mechanical drawing is taught from the first. So far as is possible the pupil makes a working drawing either from a model or from dictation. With this before him, he works out the idea in wood. In this as in the woodwork, principles are taught rather by their application than in the abstract. When he can fully comprehend it, the pupil is shown that a certain plan underlies all his work.

Considerable attention is paid to the encouragement of independent thinking. Smart pupils make their own designs, and if approved, are allowed to work from them. Any invention is made much of and the pupil making such inventions is allowed special favors. One boy has made the patterns for a sixteen light dynamo together with the base and tightening blocks. Much of the woodwork was his own idea and he was given every facility for working it out.

If it should be thought desirable to add pattern making and wood-turning to the course, a larger shop would be needed. An important addition might be made by the purchase of a few sets of carving tools. Wood-carving may be made an excellent means of training hand and eye. The sense of beauty of form, taste in ornament, and the general artistic sense are all guided by it and stimulated. It is a valuable auxiliary to the regular work.

Respectfully submitted.

LEE RUSSELL,  
Teacher of Manual Training.



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Halifax is entitled to the credit of having the first Manual Training department in connection with the public schools in the Dominion. As the subject is new I thought a full report desirable.

Although for the past few years the expenses of the schools for tuition have not increased in greater proportion than the number of pupils to be educated, yet at a time when the City Fathers are struggling with the problem of a heavy taxation, it is not opportune to suggest any improvement in our educational system that would involve any additional outlay. But there is one subject which does not come under that heading which I would like to introduce for your serious consideration.

#### THE SCHOOL SAVINGS BANK.

In Europe it is a fully recognized educational and economic institution. To manage it takes but fifteen minutes a week and no time is better spent. It is an incentive to industry and study. This teaching of thrift is usually introduced through the practical interest of school directors or bankers, who are quick to see the benefit it necessarily brings a community. Frequently, mostly in fact, the Savings Bank to have the school deposits in trust takes the expense of furnishing the teacher's roll-books, blanks, cards, envelopes and slips as adapted to the system. When a child's savings reach one dollar he is given a separate bank book by the bank and stands in the light of an adult depositor acting through the school facilities. When he has three dollars he is allowed an interest of three per cent. on his deposit. The boys and girls are thus taught how money grows with care. They are told from time to time the advantages of industry, thrift and business knowledge. By the interest thus aroused parents who never had a dollar ahead have started savings banks' accounts for themselves.

"The School Savings Bank is a relief measure for pauperism, a preventive of crime, a developing force of honesty, sobriety and peace."

All of which is respectfully submitted.

ALEXANDER MCKAY,  
*Supervisor.*

Halifax, November, 1892.

(III.)

## REPORT ON MANUAL TRAINING.

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BY LEE RUSSELL, Esq., B. Sc.

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It seems to me desirable to give in this report a brief outline of the work I have seen and a more complete account of the deductions and generalizations I have been able to make. In Boston and vicinity there are two well worked systems of manual training.

The Swedish Sloyd has been somewhat modified to meet the demands of the community and as the so-called Sloyd is vigorously taught and defended by Mr. Gustaf Larsson and his followers. Its main principles are these : 1. All practice shall be had in making useful articles which become the property of the pupils. 2. The models shall be so arranged as to bring into practice fundamental principles in the proper order of progression from the easy to the more difficult. 3. All work shall be from drawings made by the pupils. 4. As great a variety of tools as can properly be introduced, shall be used. 5. The models shall combine a variety of curved with plane surfaces.

Another system in more common use than the Sloyd, is the so-called Russian system. It aims to give Manual training by exercises illustrating the various principles of carpentry and joinery.

At Springfield, Massachusetts, there is a well-equipped Manual Training department in connection with the high school. But before entering the high school, pupils are instructed in the common schools. While the girls are engaged in needlework, the boys have practice in woodwork. Wooden covers are provided for the desks and knives, try-squares, rules, marking-gauges and prepared wood are distributed. The work is an ingenious modification of Sloyd and as a preparation for later work, has some value. It is worthy of mention that during the high school course the pupil spends each afternoon in the workshop. It seems open to question if so much time should be spent in Manual training. In several districts in Boston entire schools of sixty boys, go with their teacher to the workshop. In such shops two or three teachers are employed.

Mr. Larsson's training class has been well attended and he has turned out some very capable women teachers. This phase of the problem seems especially interesting to this Province. In most cases

two or more women teach under the direction of a man. They devise and decide upon the course of models together. The director also takes care of the tools and has general charge. This seems to be a very successful arrangement. There is no doubt that women can acquire skill in Manual Training exercises and are as well able to teach this as anything else. It should be noted that the graduates of Mr. Larsson's school who are teaching most successfully were experienced and accomplished teachers before they took up Sloyd, and further that they took it up from natural liking.

The most significant feature of the present Manual Training movement is this. It is to a greater degree than any other branch of education, undergoing a constant healthy change; new points of excellence are continually being added and faults weeded out. Each teacher is engaged in the most valuable and inspiring work known to our civilization—Original Research. All, or nearly all, are working in the true scientific spirit. In the extremely few cases in which this was lacking the schools showed a marked inferiority. It seems to me to promise well, not only for the future of Manual Training, but also for the future of any school course into which it is introduced. The spirit which it fosters, among pupils and teachers alike, is that of independent investigation, and this must sooner or later be felt in the course of education and in the community at large.

A significant feature in and about Boston, is the influence the various teachers have on each other. The half dozen original and energetic men who are leaders, are all working along the same lines, and the next result seems likely to be a system of Manual Training combining the good points of the various existing courses and lacking the weak ones.

A visit to a State Normal School in Connecticut made me acquainted with a phase of Manual Training which is of great value. Here is a shop in which all the students of the school work—women as well as men. It has a very intimate connection with the professional work in Physics and Chemistry. The students make actual apparatus which they take out with them to their schools, and are thus able, independently of the usual costly equipment, to demonstrate many of the fundamental truths of nature.

Here is a feature which might well be introduced into this Province. There are few cities, but in the country schools manual training of this sort will lead the pupils in a new and profitable direction. It needs no workshop. If the teacher has been instructed she can lead the pupils to make at home experiments and investigations. Further, a teacher who has had this sort of training looks upon the ceaseless constructive activity of children from a new standpoint. She sees in their water-wheels and boats a new means by which she can gain their attention, and spontaneous attention is the secret of all good instruction. She no longer looks upon their

knives as implements for defacing desks, but sees in them tools for fashioning the young minds under her charge.

It is evident that belief in Manual Training is advancing rapidly. New schools are being started every year, old ones enlarged. From the report of Superintendent Seaver it is plainly a success in Boston. The conditions in this Province seem to me especially to call for Manual Training. With its great natural resources, Nova Scotia is certain of a period of industrial development in the near future. A population already partially educated in this direction must help along this development. At any rate a healthy public opinion will be fostered and the community prepared to welcome any advance. In addition to all this, is the important truth just now beginning to be realized, that a child whose mind alone is trained is but half educated.

Respectfully submitted,

LEE RUSSELL

HALIFAX, March 1st, 1893.

## APPENDIX D.

## SPECIAL INSTITUTIONS.

(I.)

INSTITUTION FOR THE DEAF AND DUMB,

*Gottingen Street, Halifax N. S.*

*Patron.*—HIS HONOR M. B. DALY, *Lieutenant-Governor of the  
Province of Nova Scotia, &c.*

## DIRECTORS.

HON. D. McNEIL PARKER,	WILLIAM TOBIN, Esq., M. D.
M. D., and M. L. C.	J. F. KENNY, Esq.
HON. PROVINCIAL SECRETARY.	ANDREW MACKINLAY, Esq.
REV. PRESIDENT FORREST, D. D.	

*Secretary.*—REV. PRESIDENT FORREST, D. D.

*Treasurer.*—ANDREW MACKINLAY, Esq.

*Physicians.*—DONALD A. CAMPBELL, M.D., MURDOCH CHISHOLM, M.D.

*Consulting Physician.*—ANDREW J. COWIE, M. D.

*Dentist.*—DR. A. C. COGSWELL.

*Oculist.*—STEPHEN DODGE, M. D.

## OFFICERS AND TEACHERS.

*Educational Department.**Principal.*—JAMES FEARON.

## ASSISTANT TEACHERS.

MISS JULIA R. BATEMAN.

S. H. LAWRENCE.

MISS A. M. MOSHER.

MISS C. FRAME.

A. R. DODDS.

*Matron.*—MISS M. GLADWIN.*Matron's Assistant.*—MISS E. BRYMER.

## INDUSTRIAL DEPARTMENT.

*Carpentry and Gardening.*—MICHAEL MCQUILLAN.*Shoemaking.*—MARTIN ABBOTT.

By the Act of the Provincial Legislature of April 19, 1884, any Nova Scotian deaf or deaf mute child of *sound mind*, between the ages of *eight* and *eighteen*, is entitled to free admission to this Institution on the order of the Warden of the Municipality to which the child's parents belong.

## REPORT OF DIRECTORS.

The Directors of the Institution of the Deaf and Dumb present their 35th Annual Report. During the past year the work has made very satisfactory progress. In the school everything has been most encouraging. Mr. Fearon has already proved himself to be such a painstaking and successful Principal that the minds of the Directors are relieved from all anxiety with regard to the practical working of the school. He is ably assisted by a band of teachers who discharge their duties with conscientious faithfulness. During the past year the staff has been strengthened by the addition of Mr. A. R. Dodds, who came highly recommended by the Principal of the Margate Institution. His work in Halifax fully justifies the testimonials which he brought. A short visit to the school, during working hours, will satisfy anyone that the work of instruction is being most faithfully and successfully carried on. The report of the Principal will show to those who have not an opportunity of witnessing for themselves, what is being accomplished.

In the home life of the Institution everything has been satisfactory. Miss Gladwin and her assistants have carefully attended to the comfort of the pupils. The Directors would gladly welcome the close and careful inspection of the public, for they feel confident that a healthier and happier family is not to be found in the land.

The physicians, Drs. Campbell and Chisholm, have been most attentive, visiting the Institution regularly, and promptly responding whenever called for. The Directors express their hearty thanks to

them for their services. Their thanks are also due to Dr. Dodge and Dr. Cogswell, who always cheerfully respond to any call for their professional services.

During the past year Mr. Fearon visited a number of places in Nova Scotia and Prince Edward Island. One of the results has been that a number of children have been sought out and brought to the Institution. Every year the Institution is becoming better known, and consequently the number of pupils is steadily increasing. The steady growth in numbers presses every year more and more upon the accommodation afforded by the institution, until it is now absolutely necessary that a new building should be secured. The Institution has been conducted with the strictest economy, but the Directors now feel that it would be wrong to delay the erection of a new building much longer. They are quite confident that the community will heartily respond to their appeal. They feel that the Institution has the confidence of the public, and that the liberality which has sustained them in the past will come to their aid in the special effort that will now require to be made. The progress already made has been most encouraging, but the Directors cannot rest satisfied till full provision is secured for the education of every deaf mute in the community capable of receiving instruction.

During the past year the following bequests have been received : From estate of late Sir Edward Kenny, \$400 ; estate of late John P. Mott, \$11,876.00 ; estate of late A. K. Doull, \$1,479.47. It has been the custom of the Directors ever since the founding of the Institution to put all such amounts to capital account, and not to use them for working expenses. The accounts for the year are herewith presented. The balance is still on the wrong side.

In conclusion, the Directors would express their gratitude to God for his goodness during another year. With His blessing resting upon the Institution it shall lack nothing.

On behalf of the Directors,

JOHN FORREST,

*Secretary.*

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## PRINCIPAL'S REPORT.

TO THE DIRECTORS OF THE INSTITUTION FOR THE DEAF AND DUMB :

*Gentlemen,*—With the beginning of another year, it becomes my duty to furnish you with a report of the progress of the work of the last twelve months.

### THE TOTAL ATTENDANCE

for the year has been seventy-two ; viz., forty-six boys and twenty-six girls, of whom sixty belong to the Province of Nova Scotia, and

twelve to the other Provinces. The following table gives in detail the whole attendance:—

	Boys.	Girls.	Total.
Pupils of previous years still present....	31	20	51
Additions during 1892 .....	8	3	12
Absentees expected to return.....	0	1	1
Left school during the year .....	6	2	8
Total attendance for 1892.....	45	26	72

#### NEW PUPILS.

admitted during 1892:

LOUISA PATTEN.....	Grand Bank, Newfoundland.
JOB SQUIRES .....	St. John's, "
ISRAEL ALLEZ .....	Sandy Point, "
MAGGIE MOSHER .....	St. Croix, Hants Co., N. S.
WILLIE MASON .....	Lunenburg, N. S.
ERNEST HILTZ .....	Lockeport, Shelburne Co., N. S.
ALBERT SMITH .....	Yarmouth, N. S.
LOUIS LANDERS.....	" "
WILLIAM NOILES .....	Amherst, N. S.
AUSTIN KIZER .....	Fisherman's Harbour, Guys. Co., N. S.
REGINALD COOLEN .....	Upper Prospect, Halifax Co., N. S.
JOSEPHINE SWIM .....	Shelburne Co. N. S.

The following has been re-admitted:

ELIZA SMITH.....	Cape Island, Shelburne Co., N. S.
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The following have left school:

GEORGE MCKENZIE .....	Halifax City.
ARCHIE MCFATRIDGE.....	" "
JOSEPH GERO.....	Truro, Colchester Co., N. S.
WILLIE HEULIN .....	Bay St. George, Newfoundland.
ELIZA HEULIN .....	" " "
DANIEL CAMERON.....	Scotch Hill, Pictou Co., N. S.
GEORGE SMITH .....	Cape Island, N. S.
JESSIE NIXON .....	Margaretville, Annapolis Co., N. S.

#### HEALTH REPORT.

During the first part of the year the health of the pupils remained good, and though numerous cases of diphtheria and scarlet fever appeared in the neighborhood, as the epidemic seemed to be abating high hopes were entertained that we should reach the end of the session without interruption. Our expectations, however, were disappointed towards the end of March by the appearance among the pupils of what threatened to be a serious outbreak of scarlet fever. Preparations were being made to remove the first two cases from the Institution when it was discovered that six of the pupils were already attacked. Everything possible was done by way of isolation and



disinfection, but notwithstanding this every day added to the list of cases until no less than twenty-seven children were prostrated, and the Institution became 'pro tempore' a hospital. The services of two experienced nurses were called in, and the officers of the Institution rendered every possible assistance. Fortunately the epidemic was of a mild type, and towards the end of April all had recovered and were back in the school-room. The skilful treatment and constant attention of Dr. Geo. Campbell cannot be too highly spoken of. He may be said to have been at the beck and call of the Institution during the whole course of the sickness, paying two or three visits daily, sometimes at great inconvenience. I regret to have to record the death of one pupil during the year, that of Joseph Gero, a coloured boy belonging to Truro. At the end of the session in June last he went on his holidays apparently in good health, but during the summer months symptoms of the fatal disease developed, and he died at his home of rapid consumption on October 11th. He had been two years at school, was quiet and gentle in his disposition, and consequently a favourite with both teachers and pupils. In the domestic department Miss Gladwin, and her assistant, Miss Brymer, have exercised their usual care and efficiency.

#### SCHOOL-ROOM REPORT.

The work of the school-room has been progressing satisfactorily. It is nevertheless, I think, the experience of every earnest teacher that however excellent his results may be, he believes he should and could produce still better. So it is with us. Ability, zeal, and fidelity characterize our present teaching staff, but the difficulties under which the deaf acquire a knowledge of language are so great and the field of operation is so wide that after our best efforts have been brought forth so little has been done and so much remains to be accomplished that even the most enthusiastic are inclined at times to become discouraged. Appended is the original compositions of some of the pupils from one to six years at school, which show clearly that decided progress is being made. In considering the compositions I would ask you to remember that they are the work of children dealing with a foreign language, with the additional disadvantages of limited daily instruction and a slow means of communication.

#### ORAL TEACHING.

With respect to Oral Teaching, as much attention is being paid to it as is possible in our present circumstances. At the beginning of last session an oral class was formed and the entire time of a teacher bestowed upon it, but while very satisfactory results were obtained it was felt that those who had previously received some oral instruction, as well as the new pupils capable of being so taught, were being neglected in this respect. Consequently, this year I thought it wise to go back to our old practice and to give at least an hour's oral instruction to every pupil in the school-room adapted to this method of teaching. The best results cannot be expected under these condi-

tions, but there is the advantage of every pupil receiving equal justice. The tide of Oralism that swept over England seems now to be ebbing, and in spite of the recommendations of the late Royal Commission and the impossible claims of too sanguine oralists, instruction on the manual system will most probably occupy a prominent place in the future as it has done in the past. Great benefit, however, has resulted from the introduction of the oral method into England, and numbers of the deaf now enjoy the blessings of speech and lip-reading more or less perfect; the latent energies of teachers have been drawn out, and with respect to the method of imparting language a light has burst over the country the dawn of which otherwise would have been long delayed. The late Mr. J. Scott Hutton foresaw at the beginning of the controversy the good results that would assuredly follow, and speaking at the conference held in London in 1881, he says, "I believe that the cause of the deaf owes a debt of gratitude to the advocates of the oral method, whose zeal and devotion put to shame the apparent luke-warmness and lethargy of those who profess to be following a more excellent way. As storms clear the air carrying off brooding vapours and noxious exhalations, imparting freshness and vigour to every function and energy of sentient being, so the healthy breath of free discussion stirs and purifies the social atmosphere, clearing away the mists of prejudice, indolence or error, quickening the pulse and invigorating the life-blood of society. Anything is better than cynical indifference, indolent self-complacency or facile acquiescence in mere traditionalism and routine." Whatever may be the future of the education of the deaf in England the present conditions cannot demonstrate the possibilities of the oral system, or rather cannot determine the percentage of the deaf capable of being successfully educated by means of this method. Owing to the culpable neglect of government the education of the deaf is still to a great extent dependent upon charity, and consequently the prospects, salaries and social standing of teachers are insufficient to draw into the field high talents, ability and education such as are required to ensure success. Less arduous and more remunerative occupations can be had any day, and why not choose them? I think I may safely say that nine out of ten of the young men and women entering the profession in England, do so more by accident than with any pre-conceived idea or fixed determination of making it their life's work and of preparing themselves accordingly. To America, where the conditions are unspeakably more favourable than in England, most probably will fall the honor in the near future of deciding the merits of the oral method and of saying definitely what that system can do and what it fails to accomplish.

#### EXTRA SUBJECTS.

Under Miss Bateman and Mr. Dodds a deep and growing interest in drawing has been aroused and marked progress has been made. Through the continued kindness of Mr. Geo. Harvey, the senior pupils, as formerly, attend the Art School and receive the benefit of his instruction. Classes in Clay-modelling and Type-writing have been started which promise to be very successful.

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**APPOINTMENT.**

After more than five years of faithful service Mr. R. W. McDonald resigned his position as a teacher in the institution at the beginning of the year, and Mr. A. R. Dodds, an instructor in the Margate Asylum for the Deaf, England, was appointed his successor, entering on his duties in the commencement of the following September. Mr. Dodds has had experience in both the manual and oral systems of instruction, having taught for over seven years in three of the most important institutions in the mother-country. He has fully realized the high opinion I entertain of him, proving himself a most competent teacher, and displaying a deep interest in the welfare of the pupils both in and outside of the school-room.

**DEPUTATION WORK IN NOVA SCOTIA AND PRINCE EDWARD ISLAND.**

In the month of October last, at your suggestion, I made a tour, accompanied by three of the pupils, through part of Nova Scotia, for the purpose of making known more widely the existence of the Institution, and of drawing in deaf children of school age not yet receiving the benefits of the Institution. I am glad to report that my efforts in both directions were met with success. Eleven places were visited, namely:—Windsor, Wolfville, Kentville, Bridgetown, Annapolis, Yarmouth, Shelburne, Lockeport, Liverpool, Bridgewater, and Lunenburg. The meetings on the whole were well attended, and in some places a very deep interest was displayed, notably Wolfville, Bridgewater and Lunenburg. As a result of the trip five new pupils were enrolled and a knowledge of the Institution brought to the parents of others not yet of school-age. These encouraging results led to my visiting Prince Edward Island in the end of the same month, where I held meetings in Charlottetown, Summerside and Souris. The audiences were large, and the good work which the Institution is doing seems to be recognized and appreciated. On the return journey I visited Pictou, Westville, New Glasgow and Truro, addressing large audiences and explaining by means of the pupils the workings of the Institution. In the last mentioned place I discovered a deaf and dumb boy 8 or 9 years of age, and elicited a promise from his parents that he should be sent to the Institution early in the coming spring.

Our increased numbers, with the consequent limited in-door as well as out-door accommodation, induce me to bring before you as strongly as possible the necessity of

**A NEW BUILDING.**

We require a building with modern conveniences such as are supplied by similar institutions in the United States and in the Old Country—situated in the healthiest suburb of the city, and surrounded with ample grounds where the pupils may have the benefit of proper out-door exercise and recreation so essential to the health of all children, but especially so to that of the deaf and dumb. The

present I think is auspicious, for never was more interest manifested in education generally, and certainly never more public sympathy felt on behalf of this Institution. Hitherto the hand of Providence has led us, and He will not desert us in this our new and noble undertaking.

Yours respectfully,

JAMES FEARON, *Principal.*

### TREASURER'S ACCOUNT.

#### INSTITUTION FOR THE DEAF AND DUMB IN ACCOUNT WITH A. MACKINLAY, TREASURER.

1892.		<i>Dr.</i>	
Jan. 1.	To balance.....	\$	578 71
Dec. 31.	" Salaries .....		3038 16
	" House Expenses.....		5017 37
	" Repairs, etc.....		267 98
	" School Supplies.....		119 92
	" Insurance .....		107 50
	" Telephones .....		43 00
	" Interest on Advances.....		264 54
	" Deposit Receipts.....		13356 00
	" Investments .....		6500 00
	" Sundries .....		719 63
			<u>\$30058 31</u>
1892.		<i>Cr.</i>	
Dec. 31.	By cash from pupils.....	\$	160 50
	" Province of N. S.....		3120 00
	" Municipalities of N. S. ....		2940 00
	" Government of N'dl.....		500 00
	" Interest on Investments ...		3065 19
	" Deposit Receipts.....		6000 00
	" Bequests .....		13809 63
	" Donations, etc .....		130 14
	" Sundries .....		45 91
	" Balance to debit.....		286 94
			<u>\$30058 31</u>
1893.			
Jan. 2.	To balance at debit .....		\$286 94

E. & O. E.

A. MACKINLAY,  
*Treasurer.*

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 LIST OF BEQUESTS AND DONATIONS, 1892.
 

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Widow's Mite.....	\$	1 00
Discount .....		7 14
New Gairlock Church, Pictou.....		9 00
Truro Union Prayer Meeting Collection.....		31 50
Estate J. Naylor.....		53 50
United Church, New Glasgow.....		70 50
Estate late Sir Edward Kenny.....		400 00
"    J. P. Mott.....		11,876 66
"    A. K. Doull .....		1,479 47
Sharon Church, Stellarton.....		6 00
St. Andrew's Church, Truro.....		5 00

[The Annual Report published contains 24 pages.]

(2)

## HALIFAX SCHOOL FOR THE BLIND.

*Incorporated in the year 1867.*

## MANAGERS AND OFFICERS OF THE INSTITUTION.

## BOARD OF MANAGERS FOR 1893.

JOHN DUFFUS.  
W. C. SILVER.  
W. H. NEAL.  
JOHN Y. PAYZANT.  
GEORGE MITCHELL.  
HON. S. L. SHANNON.  
H. H. FULLER.  
JAMES C. MACKINTOSH.  
JAIRUS HART.  
WM. MILLER.

THOS. RITCHIE.  
WM. ROBERTSON.  
HON. W. S. FIELDING.  
Premier of Nova Scotia.  
HON. A. G. BLAIR,  
Premier of New Brunswick.  
HON. FREDERICK PETERS.  
Premier of P. E. Island.  
HON. SIR W. V. WHITEWAY,  
Premier of Newfoundland.

*President.*—W. C. SILVER.*Vice-President.*—JAMES C. MACKINTOSH.*Treasurer.*—JOHN DUFFUS.*Secretary.*—C. F. FRASER.

## STANDING COMMITTEES.

*Finance.*

H. H. FULLER.  
JOHN DUFFUS.  
JAMES C. MACKINTOSH.  
GEORGE MITCHELL.

*Instruction.*

W. C. SILVER.  
JAIRUS HART.  
THOS. RITCHIE.  
WM. ROBERTSON.

*Manufacture.*

J. C. MACKINTOSH.  
W. H. NEAL.  
HON. S. L. SHANNON.  
JAIRUS HART.

*House.*

W. C. SILVER.  
JAIRUS HART.  
J. Y. PAYZANT.  
GEORGE MITCHELL.

## OFFICERS.

*Superintendent.*—C. F. FRASER.*Teachers.—Literary Department.*—E. P. FLETCHER, B. A.

" " MISS K. SUTCLIFFE.

" " MISS C. M. BOWMAN.

*Music.*—A. M. CHISHOLM.*Music Reader.*—MISS A. SHERATON.*Girls' Work Department.*—MISS BELLA BOWMAN.*Tuning Instructor.*—D. M. REID.*Trade Instructor.*—DAVID A. BAIRD.*Gymnastics Instructor.*—T. C. WOODWORTH.*Steward.*—R. T. BLAIR.*Matron.*—MRS. R. T. BLAIR.*Attending Physician.*—DR. A. W. H. LINDSAY.*Ophthalmic Physician.*—DR. S. DODGE.*Dental Surgeon.*—DR. A. C. COGSWELL.

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**TWENTY-SECOND ANNUAL REPORT OF THE BOARD OF MANAGERS  
FOR 1892.**

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The Board of Managers have much pleasure in submitting to the members of the Corporation and to those interested in the education of the Blind, the Twenty-Second Annual Report of the School, and in so doing they desire to acknowledge their gratitude to a kind Providence for the many blessings poured out upon their work.

During the year 1892 the principle of the free education of the Blind has been endorsed by the Provincial Legislature of New Brunswick, and a law has been enacted providing for the free education of the blind youth of that Province in this Institution. This recognition of the claims of those who are deprived of sight, to participate in the privileges of a free education has been a great source of satisfaction to your Board, and now that so much has been accomplished they look forward with confidence to a similar recognition being made by the Provinces of Prince Edward Island and Newfoundland.

In order that the friends of the Blind may more fully comprehend the scope of the work in which we are engaged, we have thought it best to briefly outline the history of the School from its inception, more particularly as respects its government and the sources from whence its revenues are derived.

In the year 1867 Mr. Wm. Murdoch, a retired merchant and banker of Halifax, died in London, and by will bequeathed the sum of £5000 Nova Scotia currency, (\$19,466.67) toward the endowment of our Asylum for the Blind in Halifax, upon condition that a building would be erected at a cost of not less than £3000.

Steps were immediately taken by the Hon. M. B. Almon and other prominent gentlemen of Halifax to procure an Act of Incorporation, and a strong committee was selected to canvass the city for subscriptions.

The Act of Incorporation of the Halifax School for the Blind was passed on May 7th, 1867, and the requisite sum for the erection of the building having been subscribed, His Excellency J. H. Francklyn, C. B., Administrator of the Government of Nova Scotia, on April 11th, 1868, issued a proclamation declaring the Act to be in operation, and the Corporation was thereby authorized to meet on April 27th, 1868, as a body corporate and elect a Board of Managers and other Officers.

The first regular meeting under the Act of Incorporation was held in the City Council Chamber on Monday, April 27th, His Worship

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Mayor Tobin in the chair, when the following gentlemen were elected as the Board of Managers for the ensuing year :—

HON. M. B. ALMON,	J. S. McLEAN,
CHIEF JUSTICE YOUNG,	M. H. RICHEY,
DR. AVERY,	CHARLES MURDOCH,
JOHN TOBIN,	JOHN DUFFUS,
HIS WORSHIP MAYOR TOBIN,	S. A. WHITE,
W. C. SILVER,	W. H. NEAL.

The City of Halifax having agreed to transfer to the Corporation a certain portion of the South Common containing three acres, known as Carey's Lot, and an arrangement having been made with Mr. Carey, the lessee, to surrender his lease for the sum of \$500, the proper deeds were executed and recorded, and thus the Corporation became possessed of the property on which the buildings now stand.

In the summer of 1868 Mr. H. Peters was awarded the contract for erecting a building, the plans and specifications of which were prepared by Mr. David Stirling, an architect of Halifax. The building was completed in the autumn of 1869, at a cost of \$14,027.08.

During the year 1870 the outhouses were erected, the property fenced in, and a large sum of money expended upon the improvement of the grounds.

Including the grant of \$2000 by the Provincial Legislature of Nova Scotia the total subscriptions up to this date amounted to \$15,557.38.

According to the original constitution and by-laws any original subscriber to the fund contributing \$1 per annum or any person contributing \$5 per annum towards the funds became a member of the Corporation.

By the Act of Incorporation the School was placed under the control of a Board of Managers, consisting of twelve members, who were elected annually by the members of the Corporation. The officers of the Board of Managers and the officials of the School were appointed by the Board. Some modifications of the constitution have taken place, which will be referred to later on ; but in the main the government of the institution remains as it was originally constituted, and it may be said that it has been found to work satisfactorily to all concerned, and in our judgment in the best interests of the education of the blind.

The School was opened with four pupils on the first of August, 1871, since which time the number has slowly but steadily increased. For information as to the course of instruction, the appliances that have been or are in use, and the general results of the training of the pupils, we refer all interested to the report of the Superintendent herewith subjoined.



In 1874 applications were received and accepted for the admission of pupils from the Provinces of New Brunswick and Prince Edward Island, and the Board of Managers of that year applied to the Governments of these Provinces to join with Nova Scotia in helping to maintain the Institution by annual appropriations towards its support. The Legislatures of the two Provinces named responded liberally to the request for assistance, and thus the School became Maritime Provincial in the extent of its usefulness.

In 1877 the growth of the School demanded an increase of accommodation, and through the liberality of the public a commodious building was erected. This building contained a fine gymnasium and workshop, both of which have been in constant use for the past fifteen years.

In 1881 the main building of the School was greatly improved by the addition of a hot water heating apparatus, which was put in at a cost of \$2,400. In this same year the Board of Managers made an urgent appeal through the Superintendent, Mr. C. F. Fraser, to obtain for the Blind of this Province the privileges of a free education. For several years the question had been considered by the Government and the Legislature, but no definite action having been taken, the Board decided to obtain an expression of public opinion, and accordingly public meetings were organized in the principal towns, cities and villages throughout the Province, and the claims of those deprived of sight to the blessings of a free education were fully and fairly expressed. Strong resolutions favouring the movement were unanimously and enthusiastically adopted, and the Legislature was petitioned to grant to the Blind of the Province the same free educational privileges as those enjoyed by their brothers and sisters with sight.

In the year 1882 the "Act in relation to the education of the Blind" was adopted by the Provincial Legislature, by which this Institution was recognized as a special academy for those deprived of sight, and the Provincial Secretary, as representative of the Government, became, ex officio, a member of the Board of Managers.

The full text of this Act, with its amendments, will be found in the appendix to this report.

In 1884 it was decided by a vote of the members of this Corporation to ask the Legislature to change the name of the Institution to one more in keeping with its educational character, and in accordance with this request an Act was passed changing the name of the Institution from the Halifax Asylum for the Blind to the Halifax School for the Blind.

In 1887 two pupils were received from the Province of Newfoundland, and in that year for the first time pupils from all the four Provinces, namely, Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland, were in attendance at the School.

In 1890 the Act of Incorporation was amended, by which the Board of Managers was given power to extend its number by electing as an ex officio member the Premier or first Minister of any Province contributing towards the funds of the School. Under this Act the Premiers of New Brunswick, Prince Edward Island and Newfoundland became members of the Board of Managers.

In this year the increased number of applications for the admission of pupils caused the Board of Managers to make a strong effort to secure additional accommodations, which resulted in the erection of a fine new wing to the main building at a cost of \$15,954. The Provincial Legislature of Nova Scotia liberally appropriated \$4,000 toward paying for the building, and this sum being supplemented by the bequests of the late J. P. Mott, Esq., and the late S. A. White, Esq., and being further augmented by the handsome subscriptions of the many friends of the Blind throughout the Maritime Provinces, the Board of Managers was gratified to find that but a small balance of debt had to be incurred, which has since gradually been reduced.

The plans and specifications of the new building were prepared by Mr. J. C. Dumaresq, and the contract was taken by Mr. S. A. Marshall, builder.

The wing was completed and occupied in May, 1891, since which time the school has steadily increased in the number of its pupils, there being upon the register at this date 46 pupils.

This brief record of twenty-one years of progressive work cannot fail to be interesting to the members of the Corporation and to the friends of the Blind.

The two characteristic features of the year just drawing to a close, are, so far as this School is concerned, (1) the adoption of an Act by the Provincial Legislature of New Brunswick making the education in this Institution free to the blind of that Province; and (2) the inauguration of a systematic plan, whereby the names, ages and addresses of all blind children under twenty-one years of age can be obtained. This information is to be secured through the agency of the public school teachers. Several questions have been added respecting the blind and the deaf to those answered semi-annually by the 2200 teachers throughout the Province of N. S., and through these answers we hope to learn the whereabouts of many blind children who might otherwise be overlooked and allowed to grow up in darkness and ignorance. The current revenue of the School is derived from three sources, as follows :—

First.—A per capita grant of \$150 for each pupil in attendance. In Nova Scotia and New Brunswick one half of this amount is paid by the government of the Province and the remaining half by the municipality in which the pupil has a legal settlement. In Prince Edward Island and Newfoundland the grants are paid annually from the Provincial Treasuries.

Second.—The interest upon investments.—The invested funds of the School have been derived from the bequests of benevolent and public-spirited men and women, and as the Treasurer's report will show, the interest upon these funds forms a considerable portion of the revenues of the School.

Third.—Subscriptions and Donations.—The subscriptions of the Corporation and the donations of other friends and organizations have been and are of great assistance in carrying forward the work, and had it not been for these contributions the pupils would have been deprived of many of the advantages they have enjoyed.

The several departments of the School are in thorough working order. The teachers have been faithful in their duties and have zealously worked to forward the interests of their pupils.

The positions of Steward and Matron of the School are occupied by Mr. and Mrs. R. T. Blair, who have for the past seventeen years done their best for the comfort of the pupils and for the economical management of the domestic department.

The Board of Managers is pleased to acknowledge the receipt of \$400, kindly bequeathed to the School by the late Sir Edward Kenny; and they also gratefully acknowledge the receipt of an additional amount of \$11,876.66 as one of the residuary legatees of the late J. P. Mott, Esq., of Dartmouth. These funds have been invested in good securities.

During the year two tried friends of the School have resigned their positions as members of the Board of Managers.

Ex-Governor Richey has been connected with the School from its inception, and for many years acted as Corresponding Secretary of the Board of Managers.

Mr. E. D. Meynell has for the past twelve years filled the responsible positions of Secretary of the Board of Managers and Treasurer of the School; resigning these positions on account of his leaving the Province to spend the evening of his days among his friends in the Motherland.

Both of these gentlemen have done much to forward the interests of the Institution, and in accepting their resignations, the Board of Managers desires to express its regret that circumstances have necessitated their severing their connection with the Board.

In each and every recorded step in advance the Managers recognize the able and devoted hand of the Superintendent, C. F. Fraser, who came to the work richly endowed with combined ability and zeal, eminently fitting him for the varied and responsible duties appertaining to his office. His late appointment to the office of

Secretary opens an additional field of usefulness, which his untiring energy will certainly turn to the benefit of the Institution. The thanks of the Board of Managers are hereby tendered to Drs. Lindsay, Dodge, Kirkpatrick, and Cogswell for their kindly attention to the pupils. To H. B. Clarke, Lessee of the Academy of Music, and to the Orpheus club for tickets to entertainments. To a number of leading lecturers and musicians in Halifax for lectures and concerts given to pupils in the Assembly Hall of the School; and to the railway, steamship and coach proprietors for privileges granted to our pupils.

All of which is respectfully submitted.

W. C. SILVER,

*President.*

### SUPERINTENDENT'S REPORT.

*To the President and Board of Managers of the School for the Blind:*

GENTLEMEN,—

The table of attendance herewith submitted shows that 54 blind persons have been under instruction during the past year, 37 of whom were males and 17 females; 7 of these have since graduated or left the School, and one has been removed by death, making the total attendance on Dec. 1st, 1892, 46; of whom 22 are from the Province of Nova Scotia, 17 from New Brunswick, 1 from Prince Edward Island and 6 from Newfoundland.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered Dec. 1st, 1891.....	28	11	0	39
Entered during the year .....	7	6	2	15
Graduated or remained at home .....	5	2	0	7
Died during the year.....	0	1	0	1
Registered December 1st, 1892.....	30	14	2	46

### LITERARY DEPARTMENT.

The work of this department has been faithfully carried forward by the teaching staff.

The pupils have been industrious and the results have been satisfactory.

Owing to ill health Miss J. E. G. Roberts resigned her position as a teacher in March last, and the School was, in consequence, de-

prived of the services of a talented teacher, and the pupils of a kind and sympathetic friend. The position vacated by Miss Roberts has since been occupied by Miss Kate Sutcliffe, of Halifax, who has thrown into her work a large measure of earnestness and enthusiasm, and whose qualifications eminently fit her to achieve success in this special department of education. Mr. E. P. Fletcher and Miss C. Bowman, the other members of the literary staff, have been conscientious and painstaking in their work, and with Miss Sutcliffe they have won the esteem of the pupils, and well deserve the confidence placed in them.

In the education and training of the blind great advances have been made during the century, but still more remains to be accomplished. Many of those engaged in this work have been, and still are imbued with the idea that the methods of instructing the blind should follow closely upon those employed in teaching children with sight. This idea led Haüy, the French apostle of the blind, into many errors, which have been perpetuated by the instructors of the blind in all parts of the world, and indeed so deeply rooted is this prejudice in favor of making the methods employed in the education of the blind conform to the standards of those with sight, that scarce an advance has been made or an improvement generally adopted without having been met with strong opposition. In the public school the eye is the main avenue through which knowledge is gained, while in schools for the blind the sense of touch is one of the principal mediums for obtaining information. These senses of sight and touch are as distinctive as taste and smell, and hence those instructors of the blind who have adhered to the seeing standards, have blocked the wheels of progress and have hindered rather than advanced this special educational work.

It has been our endeavor to keep this School in the front rank of similar institutions, and that we have succeeded in doing this, is a fact that can readily be verified. The appliances used in the School have been selected with great care. Experience has taught us that merit alone is the true test of superiority, and our choice of apparatus has been made with the sole motive of securing for our pupils the most practical and the very best results. It was this motive which led us to abandon books embossed in the line letter, and to substitute for them books printed in Braille point characters. The line letter is well adapted to the eye, but it is too intricate for the sense of touch, while the Braille point letter offers many advantages beside that of increased tangibility.

For the past fifteen years the Braille system has been exclusively taught in this School, and it is worthy of note that it was only during the present year that the American conference of instructors of the Blind declared in favor of the point system as opposed to the line system. We have now in our circulating library 170 volumes printed or written in Braille characters, and the eagerness with which these books are read proves that the point print is more generally popular than experience has shown any print to have been in the past.

In the study of Arithmetic, especially with beginners, calculating boards are of great use. We have used side by side the Philadelphia, Boston and Taylor ciphering boards, and in our experience the superiority of the latter is beyond question. Aside from its cheapness and simplicity it has the advantage of economizing the time of the pupil, which is well worthy of consideration. In the Philadelphia board the ten Arabic signs are embossed upon ten sets of type, and much time is lost by the pupil in the selection and distribution of these. The same objection in a lesser degree applies to the Boston board, in which there are two distinct classes of type. The type in the Taylor board are square on one end, one of the edges is raised into a prominent ridge; on the other end there is a similar ridge divided in the middle by a deep notch. The holes in the board are star-shaped with eight angles. In these the type can be placed in eight different positions, and by reversing the type in eight more; this gives ten signs for the Arabic numerals and six for the ordinary Algebraic signs.

In the teaching of geography raised wall maps have been very generally used in the School, but here again experience has shown us that much better and more effective work can be accomplished by the use of individual class maps. Many of these have been in the Institution, but as they are now manufactured at a comparatively cheap rate by the British and Foreign Blind Association, our supply of class maps is principally drawn from that source.

The appliances used in point and pencil writing, in the study of geometry and in the kindergarten department are in our estimation the best that have yet been provided; and in the foregoing the School is kept well abreast of the times, and the educational advantages enjoyed by the pupils are probably greater in proportion to the expenditure than those of any similar Institution in America.

The following is a list of the classes now under instruction:—

Geography, I. II. and III. Division.	
Physical Geography, II.	"
Reading, II. and III.	"
Spelling, II. and III.	"
Braille Writing, II. and III.	"
Pencil Writing, I. and II.	"
Grammar, I. and II.	"
Composition, I. and II.	"
Literature, I. and II.	"
British History, II. and III.	"
Natural History, I.	"
Arithmetic, I., II. and III.	"
Geometry, I. and II.	"
Theory of Music, I. and II.	"
Kindergarten, III,	"

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### MUSICAL DEPARTMENT.

The aim in this department is to qualify the pupils to become teachers of music and pianoforte tuners.

During the past year Stephen Harivel of Stellarton, N. S., and John A. Dnnn of Advocate Harbor, N. S., have received their graduating diplomas, and gone forth from the School prepared to maintain themselves. The former was awarded a first-class certificate as a teacher of music, and the latter a first-class certificate as a pianoforte tuner. Both of these young men have been carefully and thoroughly taught, both of them have gone energetically to work, and they both feel confident that with industry success is assured.

The thorough work being done by Mr. A. M. Chisholm, our teacher of music, is evidenced throughout the musical department, as well in the pianoforte work of the pupils as in the School band and choir. Mr. D. M. Reid, instructor of pianoforte tuning, has likewise done good work in his own department.

In the study of music, the Braille musical notation is found of great advantage. In addition to the use of our library of Braille point music, the pupils are able to write out from dictation and to afterwards memorize any piece of vocal or instrumental music they may be learning; and this enables them to at any time refresh their memories by a reference to the tangible copy, the great advantage of such a system of notation is at once apparent.

A knowledge of how music is written for persons with sight is acquired by careful instruction on the part of the teacher, and by the study of the work containing the characters used by the seeing, embossed in such a way that they can readily be distinguished by the touch.

In pianoforte tuning the pupils are taught to examine, adjust, take to pieces and put together the models of different actions, and in this way they gain a knowledge of the differences in construction of pianos of many different makers.

### WORK DEPARTMENT.

Many trades have been tried in this School with a view to ascertaining which gave to the blind workman the best results.

Brush, corn broom and mat making as occupations for the Blind, at least in this country, having been "tried and found wanting"; the chief reasons being that the Blind cannot work to advantage with second-class material, that the material used had to be imported in comparatively small quantities, and that the margin between the cost of material and the selling price of the finished product did not leave a living profit. In our experience willow basket making and the cane seating of chairs are the trades best adapted to the

Blind in the eastern portion of Canada, as they afford a fair livelihood to any industrious workman. As a preparation for the learning of these trades and for instruction in the tuning department, our youngest boys are trained according to the Sloyd system to use all kinds of carpenter's tools; and the results proved the advantages of technical training for the young.

Our workshops are in charge of Mr. D. A. Baird, who makes every effort to advance his pupils.

Our girls' work department is in a flourishing condition, and under the careful instruction of Miss Bella Bowman it has shown steady improvement. Many of our girls and some of our graduates have found remunerative employment in the making of various kinds of useful and fancy articles, and as the orders are continually increasing we hope to give employment to many more of our deserving graduates and thus to materially assist them in providing for themselves.

#### OUR GRADUATES.

Thus far our report has dealt with the every-day work of the School, but in order to appreciate the results we must look beyond the walls of the Institution and see what the graduates of the School are doing.

A careful record of the pupils and graduates has been kept, of which the following is a brief summary of the graduates now living:—

28	per cent.	are engaged in teaching music.
12	"	in conducting or taking part in concert companies.
8	"	in piano forte tuning.
8	"	in business.
4	"	in manufacturing.
12	"	giving instruction in or working at trades.
2	"	as agents.
2	"	in farm work.
2	"	in literary callings.
22	"	residing at home.

Of these latter a large proportion help in the household and partially maintain themselves by the work of their hands.

25 per cent. of the graduates are married and residing in comfortable homes.

#### HOME TEACHING.

There are two classes of blind persons to whom we desire to lend a helping hand, and for whom much can be done.

First—There are those who are too young to enter the School; and Second—those who lose their sight when they are too old to



take advantage of regular School training. The first of these we endeavor to reach by correspondence with the parents or guardians, by supplying them with copies of the "Mentor" and other publications dealing with the education of the Blind, by furnishing them with books printed in raised letters and helpful appliances, and by advising them as to the best manner of training little boys and girls who are without sight. For the adult Blind who are not graduates of the school, we desire to do much more in future than as yet we have been able to accomplish. There are many hundreds of middle aged and elderly blind persons living throughout the four Provinces who require assistance. Many of these persons are overwhelmed by the loss of sight, and the results of the weary monotony of their idle lives is pitiable in the extreme. To such, this Institution should be a beacon light of hope, and thank God it has been a direct blessing to many such. Many of those who lose their sight after they reach manhood or womanhood can with very little help be taught to read raised print, and be encouraged to resume the active duties of life. There are very few callings or occupations which a man or a woman with sight has followed successfully which the same man or woman without sight could not follow with equal success.

Vidal, the French sculptor, who died in Paris last summer, lost his sight shortly after he had completed the study of his art. and yet he continued to follow his profession for the remainder of his life. Instances are on record of professional and business men, farmers and mechanics, housekeepers and salesmen and women having continued to follow their customary pursuits in life after they have been deprived of sight.

For this class of our blind we are doing all that lies in our power, but we feel that this particular branch of our work should be taken up and carried forward by a home teaching association; that an experienced agent and teacher should be employed, and that a systematic effort should be made to brighten the lives and lighten the burdens of those who, being overwhelmed by the loss of sight, are powerless to help themselves.

#### FREE EDUCATION.

During the session of the Legislature of New Brunswick I took a representative party of the School to Fredericton, and afterward visited St. John, Moncton and Sackville. Enthusiastic and largely attended meetings were held, and resolutions endorsing the action of the Government in making education free to the Blind of New Brunswick were unanimously adopted.

The New Brunswick Act respecting the education of the Blind was favorably received by the supporters of the Government as well as by the members of the Opposition, and the unanimity with which it passed reflects great credit upon the liberality, intelligence, and broad sense of justice of the gentlemen who in their representative

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capacity form the Legislature of New Brunswick. The youthful Blind of New Brunswick and Nova Scotia now receive education in this School as a right ; and ere long these privileges, which the Blind youth of Prince Edward Island and Newfoundland enjoy, but for which they are dependent upon annual appropriations, should be confirmed to them by the Acts of their respective Legislatures. When this is accomplished and education is free by Act of Parliament to every Blind child of the four Maritime Provinces, the friends of the Blind will have reason to feel thankful, the status of the Blind will be improved, and those who are engaged in the work will be able to devote their energies to other departments, one of which, respecting the adult Blind, has been referred to in this report.

Among the acknowledgments of contributions towards our building fund will be found the names of many gentlemen well known in New Brunswick, some of whom have subscribed \$25.00 and upwards and these have become life members of the Corporation. It is earnestly to be hoped that leading gentlemen in all sections of the Maritime Provinces and Newfoundland will show their living interest in the work in which we are engaged by becoming members or life members of the Corporation, by employing and encouraging our graduates, and by doing what lies in their power to help forward as opportunity offers an educational and benevolent work ; the success of which must always depend largely upon the number and earnestness of its friends.

In closing this report I beg to acknowledge my appreciation of the cordial co-operation and support of the Board of Managers, and to express my hope that the same mutually friendly relations may long continue to exist.

All of which is respectfully submitted,

C. F. FRASER,

*Superintendent.*

**SCHOOL FOR THE BLIND IN ACCOUNT WITH J. C. MACKINTOSH,  
TREASURER.**

**CURRENT ACCOUNT.**

1891.	<i>Cr.</i>	
Dec. 1.	By Balance.....	66 52
1892.		
Dec. 1.	" Interest and Dividends.....	2294 02
	" Donation and Thanksgiving Con- tributions .....	89 20
	" Grant N. S. Gov. and Municipalities	3109 25
	" Grant N. B. Gov. and Municipalities	975 00
	" Grant P. E. I. Govt.....	150 00
	" " Nfld. " .....	900 00
	" Rebates, etc.....	10 73
		<hr/> 7528 20
	" Transfer from Investment Ac. ....	2299 67
		<hr/> <u>\$9894 39</u>

1892.	<i>Dr.</i>	
Dec. 1.	To House Expenses, including Salaries to Steward, Matron and servants..	5378 79
	" Salaries to Supt. and Teachers....	2106 00
	" Repairs to Buildings.....	401 84
	" Grounds .....	111 09
	" Printing, Paper and Stationery....	99 55
	" Musical Instruments.....	185 80
	" Prizes .....	18 00
	" Board of Adult Pupils.....	100 00
	" School Supplies.....	91 45
	" Discounts, etc.....	7 35
		<hr/> 8499 87
	" Extraordinary Repairs .....	1040 53
	" Balance carried forward.....	353 99
		<hr/> <u>9894 39</u>
	By Balance brought down .....	<u>\$353 99</u>

E. & O. E.

Halifax, N. S., Dec. 8th, '92.

Examined and found correct.

W. H. NEAL,  
GEO. MITCHELL } AUDITORS.

**SCHOOL FOR THE BLIND IN ACCOUNT WITH J. C. MACKINTOSH,  
TREASURER.**

**INVESTMENT ACCOUNT, 1892.**

1892.	<i>Cr.</i>	
Dec. 1.	By Legacy J. P. Mott Estate .....	11876 66
	" Deposit Notes Cashed .....	4649 34
	" Loan Repaid .....	200 00
	" Legacy J. Naylor Estate .....	26 75
		\$16752 75

<i>Dr.</i>	
To Invested in City Debentures...	14453 08
" Transferred to Current Ac.....	2299 67
	\$16752 75

**RECAPITULATION.**

1891.	<i>Cr.</i>	
Dec. 1.	By Balance .....	66 52
1892.		
Dec. 1.	" Revenue .....	7528 20
	" Investments realized .....	16752 75
		\$24347 47

1892.	<i>Dr.</i>	
Dec. 1.	To Current Expenses .....	8499 87
	" Extraordinary Repairs .....	1040 53
	" Investments .....	14453 08
	" Balance Cash .....	353 99
		\$24347 47

E. & O. E.

Halifax, N. S., Dec. 8th, 1892.

Examined and found correct.

W. H. NEAL, }  
GEO. MITCHELL } AUDITORS.

Annual Report has 48 pages.

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APPENDIX E,

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MISCELLANEOUS INSTITUTIONS.

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(1)

The Provincial School of Agriculture,  
TRURO, NOVA SCOTIA.

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DR. MACKAY,  
*Superintendent of Education.*

DEAR SIR:—

I have the honor to submit to you the following report, containing a Short History of the School, Course of Instruction, and an account of some of the equipments of the School.

I am, Sir, your obedient servant,  
H. W. SMITH.

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THE PROVINCIAL SCHOOL OF AGRICULTURE,  
TRURO, N. S.

MARCH, 1, 1893.

HISTORY OF THE SCHOOL.

The School of Agriculture was established in 1885. Its object was threefold. First, to give further instruction to the Normal School students in the Natural Sciences; second, to provide a course in Agriculture and Agricultural Chemistry for teachers; third, to provide a course in Agriculture for farmers and farmers' sons. This instruction was given in a room in the basement of the Normal School building, which had been equipped for this purpose. In the fall of 1888, a farm was purchased. This farm contains 104 acres, of which 50 acres are cleared upland, 30 intervale for pasture; and 24 acres wood and brush. It is furnished with all the necessary farm implements, live stock, splendid Dairy House and a fine Figgery.

During the past season, the Government has built a building on the farm for the use of the School of Agriculture. The attendance, which numbered seven for the first year of the school, has steadily and gradually increased, numbering twenty-five, (25) the past year.

Students and graduates of this school are now located all over this province, from Cape Breton and Inverness at the east to Yarmouth county on the west. These students and graduates are farmers, and following farming, with but few exceptions. There are some who having completed their course here, are now attending higher institutions of learning, as McGill and Cornell Universities. The number of graduates of the school is no criterion of the attendance, since there is no inducement for a farmer to graduate, further than the honor of having done so. As a result, we have a number of young men who have completed their course, except writing their thesis and graduating. The number of graduates, however, is as follows:

Years.	Total.	As Teachers.	As Farmers.
1886	2	2	0
1887	3	2	1
1888	1	1	0
1889	3	1	2
1890	5	1	4
1891	5	2	3
1892	4	0	4

Five of the above teachers own farms in the Province.

#### COURSE OF INSTRUCTION.

This comprises a course of lectures on Agriculture, and practical farm work, and includes the following subjects: Soils, Plants, Animals, Atmosphere and Water, Manure, Buildings, Implements, Horticulture, Small and Large Fruits, Dairy and Apiary. Besides the Agriculture proper, the following major and minor sciences: Chemistry, Botany, Veterinary Science for major sciences: Entomology, Geology and Zoology for minor sciences.

The Chemistry includes Introductory, General and Organic Chemistry, Qualitative Analysis and Quantitative Analysis of Agricultural products. The Botany includes Structural Botany, Anatomy and Physiology of Plants, Algæ and Fungi, Agricultural and Systematic Botany, Gramineæ and Compositæ. The Veterinary Science includes Hygiene, the Anatomy and Physiology of the Domestic Animals, Histology, Materia Medica and Pathology.

It is the design by this course of study to give the student a thorough knowledge of those sciences which lie at the foundation of modern agriculture, and thus enable him to become acquainted with the reasons for the various operations he performs on the farm. In order, however, to teach any science or agriculture, it is necessary that the student learn to do by doing. That is, if he wishes to learn to plow he must actually perform that operation himself; he cannot learn it by reading about it. In the same way, in learning a science, he must learn the substance, plant or animal as the case may be by handling it, examining it, and experimenting with it. He cannot do it by the mere perusal of a printed page. In order, how-

ever, for him to make this examination, and handling and experimenting, of the greatest profit to himself, it is not only essential that he have a teacher to direct him, but that he also have proper appliances with which to pursue his studies. With this view, the Government has so well equipped the New School Building, that it furnishes the very best facilities for these sciences.

#### THE EQUIPMENTS OF THE SCHOOL.

For a general description of the building, see my report to the Secretary for Agriculture.

There are two chemical laboratories, the first one, a room 20 x 40 feet, which is for Introductory Chemistry and Qualitative Analysis. There are twenty-two individual desks, fitted with drawers and cupboards, water supply and gasoline burner. There are also four hoods in this room, two near each end, one of each fitted with steam cups for boiling and evaporating solutions, and the other for working with dangerous and noxious gases. The other laboratory is for Quantitative Analysis. This room has attached to it a small room containing the balances and other delicate apparatus. In other respects it is fitted like the Introductory room, except that the desks are larger, being two by four (2 x 4) feet.

The Anatomical laboratory is fitted with a large table for dissection, as well as individual tables for the use of the students. In this room there is a steam boiler for boiling and preparing specimens.

The Biological and Botanical laboratory is a room 25 x 30 feet. It is provided with individual tables and chairs, also microscopes (Simple and compound), proper staining fluids and all necessary equipments for the study of Histology, Biology and Botany.

The Entomological laboratory is a room of the same size and similarly equipped as the Biological laboratory.

As I have already pointed out, in order to study the natural sciences effectively, it is necessary to have a well equipped laboratory.

In the same way in order to study agriculture, it is necessary to have a well equipped farm, as the farm should sustain the same relation to the study of agriculture, as the laboratory does to the study of a natural science. And as one cannot become a chemist without working in the laboratory, neither can he become a farmer without working on the farm. But it must be observed that the mere working in a chemical laboratory does not make a chemist. The work needs to be supervised and intelligently directed and this is equally true in regard to the farm.

The farm for the school is well equipped with all appliances requisite for teaching farming. It has a splendid collection of farm implements, costing nearly \$1500, all necessary dairy appliances and

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live stock. In regard to the last, it has seemed to me better to use the same kind of stock as the farmers possess, than to purchase expensive and high bred stock, as our aim should be to teach the farmer first how to care for and improve what he has. He will then not be slow in taking advantage of any improvement in the different breeds. I would like to impress the fact, that in this institution the farm is a part of the school, and is conducted strictly for the benefit and instruction of the students. Besides this, of course we try to make it as beneficial, in the way of experiments, to the general farmer, as possible.

With these equipments, the school affords the very best facilities for the study of the natural sciences in relation to agriculture.

#### LOCAL AGRICULTURAL SCHOOLS.

There are five local agricultural schools now in operation in the Province. Two in Cape Breton, one in Antigonish, one in Pictou, and one in Annapolis county. These schools are doing very good work, but as I have pointed out before, they labor under the disadvantage of not being permanent.

I have also instructed the classes in the Normal School, in Chemistry, Botany and Physiology.

H. W. SMITH.



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## HALIFAX MEDICAL COLLEGE.

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### THE CORPORATION.

ALEX. P. REID, M. D.,	H. McD. HENRY, LL. B.,
EDWARD FARRELL, M. D.,	D. A. CAMPBELL, M. D.,
JOHN F. BLACK, M. D.,	A. W. H. LINDSAY, M. D.,
JOHN SOMERS, M. D.,	ARTHUR MORROW, M. B.,
GEORGE L. SINCLAIR, M. D.,	M. A. CURRY, M. D.

*President* :—DR. ALEX. P. REID.

*Registrar* :—DR. A. W. H. LINDSAY.

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### EXECUTIVE COMMITTEE.

DR. SOMERS,            DR. LINDSAY,            DR. MORROW.

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### TRUSTEES.

HON. DR. PARKER,      PROF. J. G. MACGREGOR,  
H. H. FULLER, Esq.

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### THE FACULTY.

ALEX. P. REID, M. D. C. M. McGill ; L. R. C. S. Edin. : L. C. P. & S.  
Can. ; *Emeritus Professor of Medicine and Professor of  
Medical Jurisprudence and Hygiene.*

WM. B. SLAYTER, M. D., Chic. ; M. R. C. S. Eng. ; L. R. C. P. Lon. ;  
F. O. S. Dub. ; *Emeritus Professor of Obstetrics and Gynecology.*

EDWARD FARRELL, M. D., Coll. Phs. and Surg., N. Y. ; *Professor of  
Surgery and Clinical Surgery.*

JOHN SOMERS, M. D., Bell. Hosp. Med. Coll., N. Y. ; *Professor of  
Medicine.*

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JOHN F. BLACK, M. D., Coll. Phys. and Surg., N. Y.; *Professor of Surgery and Clinical Surgery.*

GEORGE L. SINCLAIR, M. D., Coll. Phys. and Surg., N. Y., M. D., Univ. Hal., Supt. N. S. Hospital for Insane; *Professor of Nervous and Mental Diseases.*

DONALD A. CAMPBELL, M. D., C. M., Dal.; *Professor of Medicine, and Clinical Medicine.*

A. W. H. LINDSAY, M. D., C. M., Dal.; M. B. C. M., Edin.; *Professor of Anatomy.*

ARTHUR MORROW, M. B., C. M., Edin.; *Professor of Physiology.*

F. W. GOODWIN, M. D. C. M., Hal. Med. Coll., *Professor of Materia Medica.*

M. A. CURRY, M. D., Univ. N. Y.; *Professor of Obstetrics and Gynecology.*

STEPHEN DODGE, M. D., Coll. Phys. and Surg., N. Y.; *Professor of Ophthalmology and Otology.*

MURDOCH CHISHOLM, M. D. C. M., McGill; L. R. C. P. Lond.; *Professor of Clinical Medicine and Therapeutics.*

NORMAN F. CUNNINGHAM, M. D., Bell Hosp. Med. Coll.; *Adjunct Professor of Surgery.*

WILLIAM TOBIN, F. R. C. S. Ire.; *Professor of Laryngology and Rhinology.*

DR. GEO. L. SINCLAIR, *Dean of Faculty.*

DR. A. W. H. LINDSAY, *Secretary.*

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#### LECTURERS, ETC.

G. CARLETON JONES, M. D. C. M., Hal. Med. Col.; M. R. C. S., Eng.; *Demonstrator of Anatomy and Lecturer on Diseases of Children.*

GEORGE M. CAMPBELL, M. D., Bell Hosp. Med. Coll.: *Demonstrator of Histology.*

W. D. FINN, M. D., Coll. Phys. and Surg. N. Y.; *Demonstrator of Pathology.*

F. U. ANDERSON, L. R. C. S. and L. R. C. P. Ed.; M. R. C. S. Eng.; *Assistant Demonstrator of Anatomy.*

C. E. PUTTNER, Ph. M., *Instructor in Dispensing.*

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W. A. P. TERNAN, L. R. C. P. and L. R. C. S., Ed.; L. F. P. Glas.;  
*Class Instructor Clinical Surgery.*

W. H. HATTIE, M. D. C. M. McGill; *Lecturer on Bacteriology.*

WALLACE McDONALD, B. A., *Lecturer Medical Jurisprudence.*

A. I. MADER, M. D. C. M. McGill; *Assistant Demonstrator of Anatomy.*

#### EXTRA MURAL LECTURER.

GEORGE LAWSON, Ph. D., etc., *Professor of Chemistry and Botany at  
Dalhousie College.*

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G. P. SKELLY, *Janitor.*

The College building erected for the special purpose of medical teaching, is in every way fitted for the object in view. It is situated in an open, airy locality, in close proximity to the Victoria General Hospital and the New City Alms House. The lecture rooms, dissecting room, etc., are well lighted, warmed and ventilated, and are fitted with appliances for imparting knowledge in the different subjects of medical education.

Certificates of attendance on the various courses of lectures are accepted as qualifying candidates for examination before the licensing bodies of Great Britain and Ireland, and the Medical Schools and Universities in Canada and the United States.

Druggists' Assistants and Pharmacy students generally, will be interested to know that the College has revived the curriculum formerly established in Pharmacy, and by co-operation with the Pharmaceutical Society, all endeavours will be made to provide a course thoroughly satisfactory in this department.

#### FACULTY OF PHARMACY.

It having been decided to re-organize the curriculum in Pharmacy, arrangements have been made with the co-operation of the Nova Scotia Pharmaceutical Association by which in addition to the lectures and instruction in Chemistry, Practical Chemistry and Botany given as before in connection with the Medical Faculty, special courses of lectures and instruction will be given in Pharmacy by Mr. Avery F. Buckley, L. Ph., *Materia Medica* by Dr. Campbell, and *Microscopy* by Dr. Lindsay.

#### HOSPITALS, ETC.

Medical students are admitted to the Victoria General Hospital, the Lying-in and Hospital Wards of the city Alms House, and to the Halifax Visiting Dispensary, on complying with the regulations of these institutions.

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The Hospital has lately been very much enlarged and improved, and now affords an extended field to students for the observation and study of all acute and serious forms of disease.

In the City Alms House, a large new building accommodating about 400 inmates, and in close proximity to the Hospital and College, will be found the more chronic and incurable forms of disease. In the Lying-in Wards students will also be afforded every facility for acquiring experience in practical obstetrics.

The Visiting Dispensary is open daily, and is largely attended by the same class of patients as ordinarily present themselves in the outpatient department of hospitals, or come before the practitioner in his daily routine of office practice. Here also special instruction will be given in diseases of the Eye and Ear by the Surgeon in charge of that department.

#### ACADEMIC YEAR.

The Academic Year consists of one session. The session of 1892-93 will begin on Monday, October 31st, 1892, and end on Monday, April 24th, 1893. In order to qualify for Degree Examinations, the Medical Academic Year must include attendance on at least two courses of 100 lectures each, or one such course and two of 50 each.

#### INSTRUCTION.

In each of the following subjects there shall be delivered a course of at least 100 lectures during the six months' session, viz., Anatomy, Physiology, Materia Medica and Therapeutics, Chemistry, Medicine, Surgery, Obstetrics and Diseases of Women and Children.

In Practical Anatomy the course shall be of the same duration as each of the last named, but instruction shall be given during at least two hours of each day.

In Botany, Medical Jurisprudence, Clinical Medicine, and Clinical Surgery, at least 50 lectures shall be delivered during the six months' course. In Practical Chemistry and in Pathology the courses shall consist of at least 50 lessons.

The course in Histology shall comprise at least 30 demonstrations.

Each lecture shall be of one hour's duration.

Every professor shall occasionally examine his class upon the subjects treated of in his preceding lectures, and every such examination shall be considered a lecture.

#### ORDINARY CURRICULUM FOR M. D., C. M. DEGREES.

The following order of Study for each year, while not compulsory is recommended as most suitable to the ordinary student.

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**1ST YEAR.**—Chemistry, Anatomy, Practical Anatomy, Physiology, Materia Medica, Botany, Histology.

(Pass in Botany and Histology.)

**2ND YEAR.**—Chemistry, Anatomy, Practical Anatomy, Physiology, Materia Medica, Practical Chemistry, Dispensary.

(Pass Primary M. D. C. M. Exam.)

**3RD YEAR.**—Surgery, Medicine, Obstetrics, Medical Jurisprudence, Clinical Surgery, Clinical Medicine, Ophthalmology (or in 4th year), Hospital, Practical Obstetrics, Pathology.

(Pass in Medical Jurisprudence and Pathology.)

**4TH YEAR.**—Surgery, Medicine, Obstetrics, Clinical Medicine, Clinical Surgery, Practical Obstetrics, Hospital, Ophthalmology.

(Pass final M. D. C. M., Exam.)

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Calendar, 1892-3, has 31 pages.

(3)

## Victoria School of Art and Design, Halifax.

(Incorporated 1888.)

### DIRECTORS.

*Ex-Efficio* : { THE SUPERINTENDENT OF EDUCATION,  
THE MAYOR OF HALIFAX.

MR. MICHAEL DWYER,  
MRS. HOLT W. CLERKE,  
MR. J. C. MACKINTOSH,  
MR. JAMES DEMPSTER,  
MISS ELLA RITCHIE,  
DR. J. G. MACGREGOR,  
MR. DONALD KEITH,

MRS. H. H. FULLER,  
MRS. J. F. KENNY,  
MR. J. M. SMITH,  
MR. E. P. ARCHBOLD,  
HON. SENATOR POWER,  
MR. P. F. MARTIN,  
MR. ALEXANDER MCKAY.

*President*, DR. ALLISON,  
*Vice-President*, HON. L. G. POWER,  
*Treasurer*, J. M. SMITH,  
*Secretary*, A. MCKAY,  
*Asst.-Secretary*, MISS K. F. HILL.

### TEACHING STAFF.

*Head Master* :

GEORGE HARVEY, A. R. C. A.

*Assistant Teachers* :

MECHANICAL DRAWING.

ARCHITECTURAL DRAWING.

P. T. LARKIN, *Engineer*.

*Saturday Class* . . . . . MISS K. F. HILL.

To A. H. MacKAY, Esq., B. A., B. Sc., LL. D..

*Superintendent of Education.*

SIR,

I have the honor to transmit to you on behalf of the Directors of the Victoria School of Art and Design, the following report of attendance, &c., together with the Treasurer's Report.

The School year consists of three Terms of ten weeks each.

#### CLASSES.

##### AFTERNOON CLASSES FROM 2.30 TO 4.30.

Monday, .....	Modelling.
Tuesday, .....	Junior Drawing.
Wednesday, .....	Senior Drawing.
Thursday, .....	Painting and Lecture* at 4.30.

##### MORNING CLASS FROM 10 TO 12.

Saturday, ..... Children's Class.

##### EVENING CLASSES FROM 7.30 TO 9.30 OR FROM 8 TO 10.

Monday, .....	Modelling, &c. ....	Junior Mechanical Drawing.
Tuesday, .....	Junior Drawing. ....	Junior Architectural "
Wednesday, .....	Senior Drawing. ....	Senior Mechanical "
Thursday, .....	"	Senior Architectural "
Friday, .....	"	Junior Mechanical "

\*These lectures are open to all members of the Art School.

The *afternoon classes* were attended by 26 students of whom 8 held honor scholarships by competition from the Academies.

The *Head Master's evening classes* numbered 28, of whom five were free and the rest paid half the regular fee.

The *Architectural Class* had 21 students and the *Mechanical Class* 26. Nearly all of these are apprentices and receive tuition free. They show great interest in their work, attend well and make good progress.

The *Children's Class* numbers 16.

Total number of students in the Art School 117, an increase of 11 over last year.

Respectfully submitted,

A. McKAY,  
*Secretary.*

Halifax, Jan., 1893.

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THE TREASURER, IN ACCOUNT WITH VICTORIA SCHOOL OF ART AND  
DESIGN.

*Endowment Fund.*

Amount from 1891..... \$15,657 35

*Current Account Receipts.*

School Fees, &c.....	338 00	
Provincial Government grant.....	800 00	
Interest.....	517 13	
Membership fees.....	10 00	
City grant.....	500 00	2,165 13
		<hr/>
		\$17,822 48

*Disbursements.*

Salaries.....	1355 01
Rent.....	200 00
Fuel and light.....	145 70
Printing, &c.....	12 75
School supplies and sundries.....	100 77
Janitor.....	112 50
Exhibition expenses.....	38 08
	<hr/>
	1964 81

Balance, Sept., 1891..... 3633 46

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\$5598 27

Town of Kentville bonds.....	5100 00	
City of Halifax consols.....	4950 00	
Deposit receipt, Bank N. S....	2000 00	
Open acc't, Bank N.S. and cash	174 21	12124 21
		<hr/>
		\$17822 48

J. M. SMITH.

Halifax, 15th Sept., 1892.



(4)

**Summer School of Science for the Atlantic Provinces of Canada.**

The Summer School of Science held its sixth session in the city of St. John from August 1st to 13th, 1892. The dates laid down in the programme issued in December previous—July 4th, 16th—were not adhered to an account of the meeting of the Dominion Association which some of our instructors and officers had engaged to attend. This postponement had an unfavorable effect on the attendance, as, previous to the announcement of the change of date, many teachers had made their plans for vacation. Such gatherings to be fully attended should not only be subject to no change of date but should follow immediately on the closing of the Public Schools, so that teachers can attend before setting off on the promised trip or settling down in some quiet retreat to rest. The attendance, however, was considerably larger than on the previous year,—sixty students and about twenty instructors and officers being present. Work of an eminently practical and satisfactory character was done in all the departments, a statement for which the names of the instructors given below is a sufficient guarantee. The large classes which attended the lectures in Literature, Pedagogy and Psychology prove the wisdom of the executive in adding these subjects to the course of Study.

The officers for the year 1892 were:

**PRESIDENT.**

G. U. HAY, Ph. B. *Principal Victoria High School, St. John.*

**VICE-PRESIDENTS.**

PROF. MACDONALD, *Normal School, Truro.*

SUPERVISOR MCKAY, *Halifax.*

**SECRETARY-TREASURER.**

W. T. KENNEDY, *County Academy Halifax.*

**LOCAL SECRETARY.**

ENOCH THOMPSON, *Albert School, St. John.*

**EXECUTIVE COMMITTEE.**

THE PRESIDENT,  
SUPERINTENDENT MCKAY,  
INSPECTOR LAY,  
PRINCIPAL CAMERON,

THE SECRETARY,  
INSPECTOR CARTER,  
SECRETARY MARCH,  
PROF. BRITTAIN,

SUPERINTENDENT HAYS.

The instructors were :

ASTRONOMY.

PRINCIPAL CAMERON, *Yarmouth Academy.*

BOTANY.

{ G. U. HAY, Ph. B., *High School, St. John.*  
{ NETTIE FORBES, B. A., *Yarmouth Academy.*

CHEMISTRY.

PROF. W. W. ANDREWS, *Mount Allison, Sackville.*

DIDACTICS.

PROF. FRANK H. EATON, *Boston.*

ELOCUTION.

MISS M. A. ALEXANDER, *St. John School of Music.*

ENGLISH LITERATURE.

PRINCIPAL A. CAMERON, *Yarmouth.*

GEOLOGY.

PROF. A. E. COLDWELL, *Acadia College, Wolfville.*

ASSOCIATE LECTURER, GEOLOGY.

G. F. MATTHEW, A. M., F. R. S. C., *St. John.*

HISTOLOGY AND MICROSCOPY.

E. J. LAY, ESQ., *Inspector of Schools, Amherst.*

MINERALOGY.

PROF. A. E. COLDWELL, *Acadia College.*

MUSIC (TONIC-SOL-FA).

MISS A. F. RYAN, *St. Mary's School, Halifax.*

PHYSICS.

E. MACKAY, B. A., *Principal of Schools, New Glasgow.*

PHYSIOLOGY.

ALBAN F. EMERY, M. D., *St John.*

PSYCHOLOGY.

J. B. HALL, Ph. D., *Normal School, Truro.*

ZOOLOGY.

PROF. J. BRITTAIN, *Normal School, Fredericton.*

The citizens of St. John received the school most hospitably, extending not only to the school *as such* but also to its individual members every kindness and attention. The City Council voted one hundred dollars for its entertainment, which was expended on a trip by steamer "May Queen" up the river as far as Hampton. Mayor Peters and the majority of the City Council, with leading citizens and other friends of science, accompanied the school, and the day spent on the river will long be remembered as one of pleasure and profit.

The first part of each day was given to class-room work, the afternoons to botanical and other excursions, and to visiting such places as Park's Cotton Factory, Owen's Art Gallery, etc., and of the evenings three were occupied with scientific lectures, one with a musical and literary entertainment under the auspices of the school, and one with a reception tendered by the genial and scholarly members of the Natural History Society.

Of the few who took written examinations at the close of the session, certificates in Botany were awarded to C. Stanley Bruce, of Shelburne Academy, and Evan J. Ross, of Albion street school, Halifax; and in Zoology to Isabella J. Caie, Richibucto, Edith Darling, Nauwigewauk, and Emma J. Bacon, Brighton, Digby county.

The students in attendance were:—

Maggie McNaughton .....	St. John.
Annie Robb .....	"
Mrs. C. E. Hamilton .....	"
Phoebe Van Wart .....	"
Catherine D. Martin .....	"
Mrs. Fisk .....	"
John McKinnon .....	"
Hattie Howard .....	"
Jennie E. Dunlop .....	"
M. C. Ellis .....	"
Agnes Warner .....	"
James D. Warner .....	"
W. L. Ellis .....	"
J. H. Scammell .....	"
Rev. G. Steele .....	"
Sarah J. Parkin .....	"
M. J. Mowatt .....	"
James Barry .....	"
Austin C. Stead .....	"
Maggie R. Gray .....	"
Jessie K. Sutherland .....	"
Clara R. Fullerton .....	"
Grace Murphy .....	"
Eleanor Robinson .....	"
Edith M. McBeath .....	"
Maggie Sharp .....	"

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Lydia E. Williams.....	St. John.
Mrs. Bowden.....	"
✓ Catherine Barton.....	"
H. M. Shaw.....	"
Secretary March.....	"
Inspector Carter.....	"
Ada Munro.....	Yarmouth
Hannah Heustis.....	"
Beatrice Tooker.....	"
Dora Tooker.....	"
Isabel Webster.....	"
F. J. Stewart.....	"
B. Balfour Brown.....	"
Albinus W. Horner.....	"
Jane McLeod.....	Truro.
Josephine Upham.....	"
Annie Hislop.....	"
Lizzie M. Colquhoun.....	Shelburne.
William Brodie.....	St. Andrews, N. B.
Inspector Smith.....	Petitcodiac, N. B.
Elizabeth Stewart.....	Dartmouth.
Evan J. Ross.....	Halifax.
I. M. Longley.....	Paradise, N. S.
Dora E. Smith.....	Moncton, N. B.
Fannie E. Holt.....	Wolfville.
C. Stanley Bruce.....	Shelburne.
Isabella J. Caie.....	Richibucto, N. B.
John Moser.....	Hunter's Home, N. B.
Elsbeth Charters.....	Moncton.
Edith Darling.....	Nauwigewauk, N. B.
Emma J. Bacon.....	Brighton, Digby, N. S.
Agnes Bacon.....	"
Annie A. McNeil.....	North Range, Digby.
Edith Hennigar.....	Canning, N. S.

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The following is the financial statement for 1892 :

Balance from 1891 .....	6 46
Grant from Government of Nova Scotia .....	100 00
"                    "          New Brunswick.....	100 00
"                    "          City Council of St. John .....	100 00
Students' Fees .....	186 00
Advertising in Report.....	28 00
Proceeds of Concert.....	14 75
Sale of Chemicals.....	1 15
Balance due Treasurer ... ..	10 31

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546 67

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Paid Officers and Instructors .....	315 00
Excursion by "May Queen" to Hampton.....	100 00
Printing and Advertising .....	26 82
Printing 1500 Copies of Report.....	30 00
Postage and Stationery.....	18 69
Chemical and Zoological material .....	11 25
Expressage and Truckage.....	7 90
Lighting Centennial Hall and attendance .....	23 00
Sundries as per statement.....	14 01

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\$546 67

W. T. KENNEDY,

*Secretary-Treasurer for 1893.*

N. B.—The next meeting of the school is to be held in the buildings of Mount Allison University, Sackville, from July 5th to 21st, 1893. The ladies will lodge in the beautiful rooms of the Ladies' College, and the gentlemen in the Collegiate Academy. All, however, will board at the same table.

Mount Allison University has been a leading educational centre for half a century, and is therefore richly endowed with all the educational equipments necessary to contribute success to the school. The class-rooms, laboratories, museums, etc., are such as will greatly facilitate the prosecution of scientific work.

The excursions will include Tantramar Marshes, the Ship Railway, Fort Lawrence and the Joggins.

Practical instruction, valuable for the school-room, will be given in arranging and mounting plants, insects, etc., and a sufficient knowledge of taxidermy will be imparted to enable students to preserve birds or small animals for purposes of ornament or study. Teachers and others can attend the session of the school with great profit without any previous preparation in the subjects to be studied.

A programme of work to be done has been prepared and published and will be mailed by the Secretary to any person sending for it.

W. T. K.

(5)

## The Kindergartens.

The Kindergarten system has during the year been making very evident progress throughout the province. The great difficulty in the way is its expense, yet this is not such as will prevent its ultimate establishment in our greater centres of population—the towns and cities. Into the Primary schools everywhere, however, the Kindergarten method can to a great extent be adopted, even in our High Schools, especially in the teaching of the sciences.

The Halifax Public School Kindergarten, under Mrs. Harriman, has been specially useful in training Kindergarteners selected from the most promising young teachers of the city. Diplomas are granted them after due service and proficiency tested by a severe written examination. The Dartmouth Public School Kindergarten under Miss Hamilton has also been a success. The Truro Kindergarten under Mrs. Patterson is utilized also for the training of teachers attending the Normal School.

The following list of public Kindergartens in Nova Scotia showing their chronological and geographical distribution, has been prepared by Mrs. Harriman:—

### TRURO (NORMAL SCHOOL) KINDERGARTEN.

Established in 1887 in connection with the Normal School, mainly through the efforts of the Froebel Institute of Nova Scotia and its president, Mrs. Hinkle Condon.

*Teachers*, MISS WOODCOCK, 1887–89.  
MISS TWITCHELL, 1889–90.  
MRS. PATTERSON, 1890–93.

### DARTMOUTH, PUBLIC KINDERGARTEN.

*Teacher*, MISS M. A. HAMILTON, 1889–93.

### HALIFAX, PUBLIC KINDERGARTEN.

*Director*, SUSAN S. HARRIMAN, 1891–93.

### TEACHERS GRADUATED IN 1892.

MISS HELEN MOODY.  
MISS ETTIE DEWOLFE.  
MISS LIZZIE MAHONEY.  
MISS BEATRICE LAWRENCE.

### KINDERGARTEN IN SCHOOL FOR BLIND.

*Teacher*, MISS KATE FLETCHER, 1893.

There have been several private Kindergartens for some years in Halifax, and in a few other towns in the province.

(6)

## Report of a Visit to Manual Training Institutions in New England.

BY LEE RUSSELL, B.Sc., OF THE HALIFAX MANUAL TRAINING SCHOOL.

TO DR. A. H. MACKAY,

*Superintendent of Education, Halifax, N. S.*

It seems to me desirable to give in this report a brief outline of the work I have seen and a more complete account of the deductions and generalizations I have been able to make.

I visited all the Manual Training Schools in Boston and vicinity, and had interviews with the school superintendents, principals and others interested in the subject. I also visited Worcester and Springfield. In the latter place I made a careful study of the very extensive and original system of Manual Training. In Connecticut, I saw the Normal School at Willimantic and had a long talk with Mr. Morrill, the Principal.

In the twelve days, so generously allowed me by the Board of School Commissioners, I visited fifteen schools.

In Boston and vicinity there are two well marked systems of Manual Training.

The Swedish Sloyd has been somewhat modified to meet the demands of the community, and as the so-called "Sloyd" it is vigorously taught and defended by Mr. Gustaf Larsson and his followers. Its main principles are these :—

1st. All practice shall be had in making useful articles which become the property of the pupil.

2nd. The models shall be so arranged as to bring into practice fundamental principles in the proper order of progression from the easy to the more difficult.

3rd. All work shall be from drawings made by the pupils.

4th. As great a variety of tools as can properly be introduced shall be used.

5th. The models shall combine a variety of curved with plane surfaces.

The application of these principles is shown in the schemes and reports subjoined.

Another system in more common use than the "Sloyd" is the so-called Russian system. It aims to give manual training by exercises illustrating the various principles of carpentry, joinery and iron work.

Besides these two, there are many modifications and combinations. Each teacher has a more or less original method and series of models.

At Springfield, Mass., there is a well equipped Manual Training Department in connection with the High School. But, before entering the High School, pupils are instructed in the common schools. While the girls are engaged in needle-work, the boys have practice in woodwork. Wooden covers are provided for the desks and knives, try-squares, rules, marking-gauges and prepared wood are distributed. The work is an ingenious modification of "Sloyd" and as a preparation for later work has perhaps some value. It is worthy of mention, that during the High School course the pupils spend each afternoon in the workshop. It seems open to question if so much time should be spent in manual training.

In several districts in Boston entire schools of sixty boys go with their teacher to the workshop. In such shops two or three teachers are employed. All teachers complain of having too many pupils at a time. It is generally conceded that twenty-four is as large a number as one person can well handle, and many put the limit at eighteen.

Mr. Larsson's training class has been well attended, and he has turned out some very capable women teachers. This phase of the problem seems especially interesting to this Province. In most cases two or more women teach under the direction of a man. They devise and decide upon the course of models together. The man also takes care of the tools and has general charge. This seems to be a very successful arrangement. There is no doubt that women can acquire skill in manual training exercises, and are as well able to teach this as anything else. It should be noted that the graduates of Mr. Larsson's school, who are teaching most successfully, were experienced and accomplished teachers before they took up "Sloyd," and further, that they took it up from natural liking.

The pamphlets and papers accompanying this report are extremely suggestive. They show the constant adaptation which is going on, and the marked changes recently made.

This brings me to the most significant feature of the present manual training. It is, to a greater degree than any other branch



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of education, undergoing a constant healthy change. New points of excellence are continually being added, and faults weeded out. Each teacher is engaged in the most valuable and inspiring work known to our civilization,—Original Research. All, or nearly all, are working in the true scientific spirit. In the extremely rare cases where this was lacking the schools showed a marked inferiority.

This seems to me to promise well, not only for the future of manual training, but also for the future of any school course into which it is introduced. The spirit which it fosters, among teachers and pupils alike, is that of independent investigation, and this must, sooner or later be felt in the course of education, and in the community at large.

A significant feature in and about Boston is the influence the various teachers have on each other. The half dozen original and energetic men who are leaders, are all working along the same lines, and the net result seems likely to be a system of manual training combining the good points of the various existing courses, and lacking the weak ones.

A visit to a State Normal School in Connecticut made me acquainted with a phase of manual training which is of great value. Here is a shop in which all the pupils of the school work, women as well as men. It has a very intimate connection with the professional work in physics and chemistry. The pupils make actual apparatus which they take out with them to their schools and are thus able, independently of the usual costly equipment, to demonstrate many of the fundamental truths of nature. The course did not seem to be well graded as manual training, but the fundamental idea is excellent. There were models illustrating the hydrostatic press, Newcomen's engine, and Watt's improvement on it, test-tube racks and holders, and other similar apparatus.

I also saw a lesson on the hydrostatic press, and the principle of specific gravity, given to pupils of ten years, which alone proved the value of the manual training in the Normal School.

Here is a feature which might well be introduced into this Province. Manual training of this sort will tend to lead the pupils in new and profitable directions. It needs no workshop. If the teacher has been instructed she can lead the pupils to make at home experiments and investigations. Further, a teacher who has had this sort of training looks upon the ceaseless constructive activity of children from a new standpoint. She sees in their water-wheels and boats a new means by which she can gain their attention, and spontaneous attention is the secret of all good instruction. She no longer looks upon their knives as implements for defacing desks, but sees in them tools for fashioning the young minds under her charge.

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I subjoin a full syllabus of the course of study pursued at this Normal School, together with detailed statements of the work in physics and chemistry.

From what I can gather it seems tolerably certain that some modification of "Sloyd" will be adopted in New England. One great fault of the Russian system is that it requires a great degree of ability to make its series of exercises interesting. Pupils tire of making joints, and using up lumber without any obviously useful result. On the other hand, it is discouraging to them to attempt to make a useful article, and have it prove a useless failure. A proper combination of the two systems prevents wearisome repetition, disheartening failure, and at the same time keeps the attention and interest stimulated and active.

The extensive course pursued at the Worcester Polytechnic Institute, drawings of which accompany this report,\* is a good illustration of this fact. The pupils are eighteen years old, but the illustration is as good as if they were but ten. After working a considerable time on joints the course is varied by making patterns in wood. From these, moulds are made and castings in type metal taken from the moulds. It will be noticed that many of the patterns are of useful things. Further, the pupils are taught the use of machinery, and a variety of useful articles made. In the course in iron work pursued at this institution the practise is all in making useful articles.

It is evident that belief in Manual Training is advancing rapidly. New schools are being started every year and old ones enlarged. From the report of Superintendent Seaver it is plainly a success in Boston. The conditions in this Province appear to me especially to call for manual training. With its great natural resources Nova Scotia is certain of a period of industrial development in the near future. A population already partially educated in this direction must help along this development. At any rate a healthy public opinion will be fostered, and the community be prepared to welcome any advance. In addition to all this is the important truth, just now beginning to be realized, that a child whose mind alone is trained is but half educated.

Respectfully submitted,

LEE RUSSELL

Halifax, March 1st, 1893.

\*Filed in the Education Office.

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## Dominion Educational Association.

### FIRST CONVENTION, 1892.

[From THE EDUCATIONAL REVIEW, August, 1892.]

The most important educational event of the year was probably the conference of prominent educationists from every province of the Dominion, at Montreal, from the 5th to the 8th July.

The attendance, although not large, was fairly representative of every shade of educational thought in the Dominion. The able lectures, carefully prepared papers and free discussion, of those four days, must have had a beneficial effect in welding the diverse elements of our widely extended young nation, in restraining the intemperate zeal of the enthusiast, and in spurring onward the self-satisfied conservative. Where so much is seen, said and done, it would be impossible to give an account of all that would be interesting to our readers, but we will make notes on several of the leading topics possessing most value at the present stage of our educational progress.

#### MEETING OF WELCOME.

The addresses of welcome to the teachers by Sir William Dawson, Hon. Mr. Ouimet, Chancellor Heneker, Dr. Adams, Abbe Verreau and Presidents Lacroix and Arthy, were able and enthusiastic. The Act of Confederation left the provinces to grow apart in the separate management of their educational affairs. But it would be the special work of the Dominion Educational Association to bring together the various races, creeds and institutions, and, fusing their best elements, develop that educational and national unity which was needed so much in making us a great nation.

In response Hon. George W. Ross eloquently pleaded for unity, for a broader nationality, and for patriotism that would sweep away all sectionalism. A teacher's qualifications and diplomas should be recognized as of equal value in all the provinces. Text books should not be provincial. There should be but one text book on Canadian History.

Dr. Inch claimed that the Maritime provinces were the Grecian States of the Dominion, supplying men of brains for the larger provinces; for had they not given Sir William Dawson to McGill, Dr. Grant to Queens and Dr. Rand to McMaster?

Dr. MacKay humorously made out many claims of excellence for his native province—the first in the Dominion to receive the rays of the rising sun. Thus reviving the interest of his audience he outlined several national reforms which could be inaugurated successfully only in such a large, representative and authoritative body as the Dominion Educational Association; such reforms for instance as phonetic spelling and shorthand, metric measures, etc.

A conversazione at McGill University occupied the evening very profitably and pleasantly. The repast was excellent, but better still were the witty speeches by Sir William, Dr. McVicar, Dr. Robbins and Hon. George W. Ross, and the inspection of the magnificent physical, chemical and mechanical laboratories, of the library, and of the Redpath Museum with its "pretty zoological specimens, both dead and animated."

It appears that the observatory of McGill is the only spot in the Dominion whose exact longitude has been determined.

#### HIGH SCHOOL EDUCATION.

A very considerable amount of prejudice still exists against high school and academic education. It is, however, rapidly disappearing. That it has not almost wholly disappeared is largely the fault of the high schools themselves. Bound by the traditions of the past they have given undue prominence to classics, theoretical mathematics and the dry technicalities of grammar, geography and history.

When the higher education is made to bear more directly on the occupations of all classes, even colleges need not fear to ask for state aid. They will be absolutely free—even to the extent of supplying free text-books and apparatus.

Dr. MacKay's paper on "The Free Scope and Function of the High School" showed that he is in the van as a progressive educationist. It is necessary for the peace and prosperity of the state that the poor should have *free* opportunities for a liberal education. The obstacles opposed to their progress develop in many of them an energy that places them among the ruling classes. The state must therefore see that they are properly educated if all the classes are to work out with good feeling the development of the social fabric.

The practical value of the experimental study of the laws of Nature can scarcely be overestimated. The moral value of such a study is equally great; for, said the Doctor, "I never knew a true student of nature fascinated by her operations, who was an immoral man." Nature says to all, "the soul that sinneth it shall die." Ought not the students of Nature to realize that truth most vividly.

Another good thought beautifully elaborated by Dr. MacKay was this: Science and Manual Training dignify and invest with a new interest common things and occupations. How rich the life of the

intelligent, scientific farmer! If then the schools train for all phases of life, the professions will not be overcrowded, nor will our farmers be leaving the country or dying of ennui.

#### FRÖBEL.

The Kindergartners of the Association were so numerous and ably represented that they had the constitution amended so as to form themselves into a separate section, of which Miss Newcombe, of Hamilton, was elected President, and Mrs. Harriman, of Halifax, Vice-President.

The absence of Mrs. Hughes was much regretted. Miss Boulton gave an interesting "Morning Talk," Miss Hart, Inspector of Kindergartens for Ontario, read a well-prepared paper on the relationship of the Kindergarten to art.

Fröbel and many of his followers (perhaps including Miss Hart) veil their ideas in mystic phraseology incomprehensible to ordinary common sense. The paper contained many good things about the parallelism between race development and individual development, and about the benefits, spiritual and material, arising from the cultivation of the creative imagination through the plays and occupations of the Kindergarten; but its value was somewhat lessened by its vague generalities.

What for instance can this mean? "What is life?" questioning the child. The gifts answer, 'Life is unity;' thus shadowing the great fundamental truth that rules all life. Each gift hints a new phase of the great principle. Thus science and religion are born of art, both for race and child, and then we begin to build up an organic education holding it in its inseparable unity as the education of the body, mind and soul."

Mrs. Harriman's very able paper dealt with the most characteristic value of the Kindergarten in developing the child socially. We will in a future number give a synopsis.

#### SOME THOUGHTS FROM DR. WARFIELD'S PAPER.

1. The English language is the most important thing taught in our schools. The student should be a master of the art of expressing his thoughts in such a way as to convey his exact meaning, and so as to be at once understood.

2. There is no reason why an earlier preparation for the university may not be obtained, provided the preparation is made more definite and simple. Not so many subjects, but a more complete mastery of a few subjects is the training which the university must demand.

3. Head and hand should be trained together till all men know the dignity of labor.

4. True mental development involves the training, not of the memory, but of the creative imagination, and of the will.

#### IDEAL SCHOOL DISCIPLINE.

The secret of Principal Hay's success as a teacher is disclosed in these thoughts from his excellent paper :

"The means to secure the Ideal Discipline are: first, love and respect between teacher and pupil; second, the pupil must be in sympathy with his environment. The teacher, in order to discipline others must first discipline himself. It is a slow process this building up of character; and defeat and discouragement, those twin friends of ours, must be endured before any fruition of our hopes can be realized. The pupil must be placed in full sympathy with his environment. The chief factor is work, a working teacher and a working pupil. The teacher must set the example of an inspiring, helpful, interested worker. The spirit of such a worker is catching. It makes tasks easy. It is the lesson hearer with his system of cram and memorizing from the text book, who is the cause of all the outcry throughout the country, that the children are burdened with too many studies, but the real teachers are not doing their work that way; they are teaching their pupils to observe and think, and such tasks are too inspiring, too elevating, to be a burden."

The paper on the punishment of juvenile offenders, by Principal McKinnon, of the Victoria School of Toronto, was a fine commentary on these fundamental principles so well expressed by Mr. Hay. Mr. McKinnon's essay should be published in full in the local papers of every city in the Dominion.

#### ONTARIO MAGNATES.

Wednesday evening was taken up by Inspector Hughes and Hon. Geo. W. Ross, the two most prominent public school educationists of Ontario. Mr. Hughes took the position that the prosperity of the state would be promoted by making the highest as well as the lowest education free to the poorest child,—that, therefore, the state should support and wholly control education—even to the extent of preventing teachers not licensed by the state from teaching in private schools. He thought a system of morals and religion satisfactory to all denominations should and probably would be taught in all public schools. There all classes should grow up in unity, in respect for each other and in love for the country.

Hon. Mr. Ross dwelt on the importance of eclectically harmonizing our provincial educational systems. Good! But we regretted to find an educationist from the country which has given "the high school as its contribution to the world's progress in education," advocating proficiency in the three R's as the extent to which he would go in free state education. We must remember, however, that Ontario is

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behind the Maritime Provinces in the matter of free high schools as well as in the professional qualifications of teachers.

If the Ontario high schools were less scholastic and administered more immediately to the educational and industrial necessities of the great majority of the people, the Minister of Education would soon discover that they should be free, as Inspector Hughes would have them.

In deprecating the evils of promotion examinations Mr. Ross will be supported by many of our ablest educationists.

That so many teachers leave the profession after an average service of seven years is not an unmixed evil. These ex-teachers form, in their various stations in society, a most sympathetic constituency to which the active teacher can appeal, and they send to the schools the most teachable pupils.

After all are not young teachers, educated and well-trained, nearer to young children, more tolerant and genuinely sympathetic, than old teachers, and therefore more successful? We have found them often do better work.

#### LATIN PRONUNCIATION.

The following resolution, carried unanimously, settles a very vexed and important question:

"Resolved, That uniformity in Latin pronunciation is desirable and that it can be most easily and most practically introduced by the Roman method."

This resolution was the outcome of a paper by Dr. Eaton, of McGill College.

The Roman pronunciation seems to be the nearest to the original—therefore that in which the Latin language will best flourish. With five different systems in vogue there was certainly a great waste of energy, and often much annoyance.

The Roman system is adopted universally in the United States and is coming to the front in Canada.

#### ENGLISH LITERATURE.

Specially interesting among the papers read at the Association, was that by Wm. Houston, librarian to the Ontario Government. He condemned text books on English composition, the old methods of paraphrasing, and dependence on the translating of foreign tongues. Text books might be useful for teachers, paraphrasing was a sacrilegious destruction of art, and as for translation less of it would be needed if we did like the ancients, write our own thoughts

in our own language. "We copy from the ancients because they have written their own original thoughts." To learn to write English the best way was to write it. Let the pupil be shown his errors and be shown how to detect them, and then be required to re-write, avoiding these errors.

Here as elsewhere we learn to do by doing,—by original work, not mere copying. There should be drill in analysis and on the shades of meanings of words.

Nothing after religion does more to make life worth living than the study of the beautiful. Poetry is well adapted to the average mind. If you would appreciate the force of human beings read Shakespeare; if you would realize the insignificance of human learning read the commentaries.

#### PROFESSIONAL.

Principal Calkin of Truro has crystallized into fine form the best thoughts regarding Normal Schools. A sound academic education, and a reasonable probability of professional success should be prerequisites of entrance upon a regular course which should include special training on the principles, history and practice of teaching, laboratory work, drawing, music and calisthenics, and a general review of academic subjects from their professional aspects.

The Normal School should inspire the students with higher ideals of scholarship, and make them responsive to their environments.

#### THE CENTRAL FIGURE.

About forty years ago an educational convention was held at Wolfville, N. S., so far as we know the first ever held in the Dominion. At that time Mr. Dawson, Superintendent of Education for Nova Scotia, presided. He was then young and full of energy, and inspired an enthusiasm which still remains with the survivors of that meeting.

At Montreal there was present one member of that first convention, Principal Calkin, of Truro. As in years gone by Dr. Dawson was to him as well as to others the central figure of the association, and still young and full of vigor and inspiration.

A prominent educationist from Ontario thanked us for an introduction to Sir William, and said: "To have seen Sir Wm. Dawson would have repaid me for coming to this association, but having conversed with him I return happy."

In closing the association Sir William urged his hearers to remember that the true aim of education was to form character. The education which makes the man is really and truly the only practical education. Teachers should not be discouraged if the pendulum of educational reform did not at any particular time swing in



the direction of their peculiar notions; it would return, and in the meantime the hands of progress were moving steadily forward.

#### RESOLUTIONS.

Before the Association as a whole resolutions were adopted favoring:

(1) University extension; (2) the exclusion of high school work from universities; (3) a common standard of matriculation; (4) the delimitation of the common and high school courses of study; (5) more thorough school inspection; (6) a uniform nomenclature in the designation of schools and grades of study, and a unification of the courses of study in the various provinces; (7) a more stringent compulsory attendance law; (8) the professional training of all teachers; (9) the general establishment of kindergartens; (10) uniformity in the requirements for teachers' certificates and an inter-provincial recognition of them; (11) school exhibitions.

#### TEACHERS' ASSOCIATION, KINGS AND HANTS COUNTIES, 1891.

[*From THE EDUCATIONAL REVIEW, January, 1892.*]

This was held at Hantsport, N. S., on the 17th and 18th December. The attendance was large—80 teachers being enrolled.

Miss S. B. Ford of Canning, read a paper on "Patriotism." She strongly emphasized the duty of the teacher in inculcating a true love of country and showed the best ways in which this could be done,—chiefly by making pupils familiar with the noble deeds of our greatest patriots.

Miss C. Mumford of Hantsport, discussed "*Literature versus Grammar.*" She would not place the text book on grammar in the hands of the pupil before he entered the academy or high school. Instead of grammatical exceptions, parsing, and abstract definitions, she would have the pupils read suitable selections from the best authors, and frequently write composition exercises until they had acquired an easy use of their mother tongue. From the discussion that followed it was evident that the great majority of teachers would place grammar with logic and rhetoric in the high school grades where it belongs.

H. D. Ruggles, barrister, of Windsor, showed the close relation subsisting between the schools and the statutes in educating to a respect for law. The more education advanced the less the necessity for law.

Mr. L. D. Robertson of Berwick, made known the methods by

which the school-room could be turned from a state of disorder to a state of happy industry;—school-room neat, comfortable, and well ventilated; programme definite, carried out by signals, varied by music and calisthenics; plenty of work and no whispering.

Mr. E. W. Sawyer, B. A., of Horton Academy, advocated the teaching of Latin by the method now adopted for French and German. The pupils are to converse about ordinary things and events until they have acquired a command of common words and the most useful idioms. Constant drill on forms was also recommended, even in advanced work.

Mr. J. J. McLean recommended that Friday afternoons be devoted to such practical subjects, as current news, the explanation of commercial phrases and forms, calculations in frequent use by artisans, recitations, etc. "Method in Geometry" was treated by Principal Oakes, of Wolfville. The conceptions of an angle, triangle, line and point should be made as plain as possible by referring to the concrete. The methods of Wormwell and Wentworth were thought superior, especially in the systematic way in which they proved the equality of triangles. Original exercises should be worked as the pupils advanced. Mrs. Chute, of Berwick, presented a short paper on "Reading." A nature lesson was given by Miss Maggie Burton. She selected the Turtle for her subject and went somewhat into the classification of animals of that order.

Principal Smith of Windsor dealt with such "Odds and Ends," as, the best methods of keeping order in the halls, directing the amusements of the play ground, the teaching of thrift and economy, the building up of character by developing control of self in the pupil, thoroughness in work, etc.

In the evening the teachers and public were addressed by the new Superintendent of Education, who made a most favourable impression. Teachers are attracted to him by his broad and deep sympathies with them in their work and his unselfish efforts for the advancement of education.

He was introduced by Principal Miller, of Hantsport, who is a ready and fluent speaker as well as an able teacher.

Inspector Roscoe has always been very successful in arranging for profitable Institute meetings, but on this occasion he improved upon all his former efforts.

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## TEACHERS' ASSOCIATION, ANNAPOLIS AND DIGBY COUNTIES.

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[*From THE EDUCATIONAL REVIEW, November, 1892.*]

The Teachers' Association for this district held its annual session in the hall of the Digby Academy on Thursday and Friday, the 6th and 7th of October. There were present about ninety teachers from the two counties. The following officers were elected: Vice-Presidents, A. D. Brown and A. H. Morse; Secretary-Treasurer, Lyman B. Denton; Executive Committee, A. D. Brown, Miss Helen Vidito, Miss B. Rice, Miss Challen and Mr. Shields.

The preliminary business being concluded, the programme was taken up. A paper was read by Mr. L. H. Morse, of Bear River, on "Patriotism." This paper alluded to the lofty feelings awakened in the minds of those who read the writings of the great men of the past, and pointed out clearly that similar results would follow by studying the great men of our country. The writer referred to the duty of the teacher in pointing out the great natural resources of our country. In his opinion a patriotic spirit could be awakened by the study of the geography of our land, particularly her ports, rivers, lakes and mountains.

The first paper read during the afternoon session was by Miss Emma Bacon, "Literature in our Schools." The writer strongly urged the study of standard authors during the earlier stages of the pupil's course. The children from the homes of reading parents were far more intelligent than those from illiterate homes. She thought that great care should be taken in the selection of authors.

The next was a paper by Miss Kinney, "Reading in our Schools." She dealt with the various methods employed in teaching children to read, the importance of an intelligent understanding of the subject in order that good expression might follow. Fluency, distinctness and pronunciation were strongly emphasized.

Dr. MacKay, Superintendent of Education, being present, was introduced. Much interest was added to the meetings by his sympathetic and practical remarks.

Miss Helen Vidito then read a paper, "Hygiene in our Schools." After defining her subject she alluded to the unfavorable hygienic conditions in a majority of our school-rooms, the care which should be observed by the teacher in relation to the seating of pupils, cleanliness of furniture and surroundings in general.

It was then suggested that reports from different parts of the dis-

strict relative to the condition of the school-rooms, play grounds and difficulties with which teachers had to contend, would be of interest. Quite a number of the lady teachers responded.

A very interesting public meeting was held in the evening. Short addresses were delivered by the President, Wm. McVicar, of the Annapolis Academy, Mr. Godfrey, of the Digby Academy, and Rev. Mr. Fisher. Principal Godfrey read an address of welcome to Dr. MacKay, to which the Superintendent made a very appropriate and touching response. In his general address he referred to the recent advances in the education of our province, explained many of the changes which are about to come into practice, and dwelt on matters of general interest to the teacher.

On Friday morning an illustrative lesson on "Our Flag" was taught by Miss Titus, of Digby. This was not only a model lesson, but very instructive to the members of the association.

Mr. Crowe, of Annapolis, then read a paper on "The Home Preparation of Lessons." He thought the teacher should discriminate between those possessing extraordinary ability and those who were not so highly favored. He was in sympathy with the plan of explaining the lesson to be prepared. The teacher should not confine himself too much to the text-book. Much more could be accomplished by securing the sympathy and co-operation of the parent than by independent effort.

The last paper read was by Mr. McCarty, on "Teaching Geography." He considered this subject received too little attention in many of our schools. Map drawing was an essential feature in connection with the teaching of geography. He proposed various plans for giving the pupil a definite knowledge of the geography of his country.

The papers were freely discussed by the following members of the association: Dr. MacKay, Wm. McVicar, John Godfrey, Alfred Morse, A. D. Brown, Mr. Shields, Miss Vidito, Miss Parker and others.

The association tendered its thanks to the Superintendent of Education for his presence, sympathy, and for the many practical suggestions during the different meetings.

This was considered one of the most interesting sessions held during the history of the association of the district, a marked interest being manifest throughout the entire proceedings.

## APPENDIX F.

## Universities and Degree Conferring Colleges

--OF--

## NOVA SCOTIA,

RECEIVING NO GRANTS OF PUBLIC MONEY FROM THE  
PROVINCIAL TREASURY.

THEIR NAMES, GOVERNORS, SENATES, FACULTIES, NUMBERS OF  
STUDENTS, LIBRARIES, MUSEUMS, GYMNASIUMS, AND LEAD-  
ING HISTORICAL DATES, ABSTRACTED FROM THEIR RESPECTIVE  
CALENDARS, FOR THE ACADEMIC YEAR, 1892-93.

## DALHOUSIE COLLEGE AND UNIVERSITY, HALIFAX.

## BOARD OF GOVERNORS.

[Governors appointed and removable by the Governor-in-Council of the Province of Nova Scotia (See Act, 20th April, 1833).]

HON. SIR ADAMS G. ARCHIBALD, K. C. M. G., P. C., D. C. L., Q. C.,  
*Chairman.*

HON. SIR CHARLES TUPPER, BART., K. C. M. G., C. B., M. D., LL. D.

HON. S. L. SHANNON, D. C. L., Q. C., Judge of Probate.

REV. JOHN MACMILLAN, M. A., B. D.

REV. PRESIDENT FORREST, D. D., D. C. L.

HON. ALFRED G. JONES, P. C.

JOHN DOULL, ESQ.

REV. ROBERT MURRAY.

WALLACE GRAHAM, ESQ., A. B., Judge of Supreme Court.

E. L. NEWCOMBE, ESQ., B. A., LL. B., Representative of the Alumni  
Association.

ADAM BURNS, ESQ.

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A. H. MACKAY, Esq., B.A., B.Sc., LL. D., F. R. S. C., Superintendent of Education.

HIS WORSHIP THE MAYOR OF HALIFAX, *ex-officio*.

D. A. CAMPBELL, Esq., M. D., Representative of the Alumni Association.

JAMES FORREST, M. A., *Treasurer*.

WILLIAM M. DOULL, *Secretary*.

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### SENATUS ACADEMICUS.

REV. JOHN FORREST, D. D., D. C. L., *President*.

CHARLES MACDONALD, M. A.

JOHN JOHNSON, M. A.

GEORGE LAWSON, PH. D., LL. D., F. I. C., *Secretary*.

J. G. MACGREGOR, M. A., D. Sc.

RICHARD C. WELDON, M. A., PH. D., M. P.

JAMES LIECHTI, M. A.

BENJAMIN RUSSEL, A. M., Q. C.

JAMES SETH, M. A.

ARCHIBALD MACMECHAN, B. A., PH. D.

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### ACADEMIC STAFF.

REV. PRESIDENT FORREST, D. D., D.C.L., F. S. Sc. L., *George Munro Professor of History and Political Economy*.

CHARLES MACDONALD, M. A. (Aberd.), *Professor of Mathematics*.

JOHN JOHNSON, M. A. (Dub.), *McLeod Professor of Classics*.

GEORGE LAWSON, PH. D., LL. D., F. I. C., F. R. S. C., *McLeod Professor of Chemistry and Mineralogy*.

JAMES LIECHTI, M. A. (Vind.), *McLeod Professor of Modern Languages*.

JAMES GORDON MACGREGOR, M. A. (Dal.), D.Sc. (Lond.), F.R.S.S.E. & C., *George Munro Professor of Physics, and Lecturer on Applied Mechanics*.

RICHARD CHAPMAN WELDON, A. M. (Mt. All.), PH. D. (Yale), *George Munro Professor of Constitutional and International Law, and Lecturer on Crimes*.

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- BENJAMIN RUSSELL, A. M.** (Mt. All.), *Professor of Contracts, and Lecturer on Bills and Notes, Sales and Equity.*
- JAMES SETH, M. A.** (Edin.), *George Munro Professor of Philosophy.*
- ARCHIBALD MACMECHAN, B. A.** (Toronto), **PH. D.** (J. H. U.), *George Munro Professor of English Language and Literature.*
- C. SIDNEY HARRINGTON, Q. C.**, *Lecturer on Evidence, Partnership Agency, and Companies.*
- JOHN SOMERS, M. D.** (Bell. Hosp. Med. Coll., N. Y.), *Examiner in Medicine.*
- GEORGE L. SINCLAIR, M. D.**, (Coll. P. and S., N. Y.), **M. D.** (Univ. Hal.) *Examiner in Anatomy and practical Anatomy.*
- D. A. CAMPBELL, M. D., C. M.** (Dal.), *Examiner in Materia Medica and Therapeutics, and Pathology.*
- A. W. H. LINDSAY, B. A.** (Dal.), **M. D., C. M.** (Dal.), **M. B., C. M.** (Edin.), *Examiner in Anatomy and Practical Anatomy.*
- JOHN STEWART, M. B., C. M.** (Edin.), *Examiner in Surgery.*
- A. C. PAGE, M. D.** (Harv.), President N. S. Medical Board, *Examiner in Obstetrics and Diseases of Women and Children.*
- HON. D. McN. PARKER, M. D.** (Edin.), **L. R. C. S.** (Edin.), *Examiner in Medicine.*
- EDWARD FARRELL, M. D.** (Coll. P. and S., N. Y.), *Examiner in Surgery.*
- ANDREW J. COWIE, M. D.** (Univ. Penn.), **M. R. C. P. Lond.**, *Examiner in Clinical Medicine.*
- JOHN F. BLACK, M. D.** (Coll. P. and S., N. Y.), *Examiner in Clinical Surgery.*
- ALEXANDER P. REID, M. D., C. M.** (McGill), **L. R. C. S.** (Edin.), **L. C. P. and S. Can.**, *Examiner in Medical Jurisprudence.*
- ARTHUR MORROW, M. B., C. M.** (Edin.), *Examiner in Physiology and Histology.*
- HOWARD MURRAY, B. A.** (Lond.), *Lecturer on Classics.*
- M. A. CURRY, M. D.** (Univ. N. Y.), *Examiner in Obstetrics and Diseases of Women and Children.*
- MURRAY McLAREN, M. D.**, *Examiner in Physiology and Histology.*
- MARTIN MURPHY, D. Sc.** (Vind.) **C. E.**, Provincial Government Engineer, *Lecturer on Civil Engineering.*
- EDWIN GILPIN, Jr., A. M.** (Vind.), **LL. D.** (Dal.) **F. G. S., F. R. S. C.**, Inspector of Mines, *Lecturer on Mining.*

F. W. W. DOANE, C. E., Halifax City Engineer, *Lecturer on Surveying.*

C. E. W. DODWELL, B. A., M. I. C. E., M. C. S. C. E., Resident Engineer Public Works of Canada, *Lecturer on Hydraulic Engineering*

RODERICK MCCOLL, C. E., (Roy. Mil. Coll.) Assistant Provincial Engineer, *Lecturer on Surveying and Civil Engineering.*

E. L. NEWCOMBE, B. A. (Dal.), Ll. B. (Hal.), *Lecturer on Marine Insurance.*

WM. B. ROSS, Q. C., *Lecturer on Torts.*

GEORGE RITCHIE, LL. B. (Harv.), *Lecturer on Real Property.*

WM. S. MUIR, M. D., C. M. (Dal.), L. R. C. P. & S. (Edin.), *Examiner in Materia Medica and Therapeutics.*

H. MCD. HENRY, Q. C., *Examiner in Medical Jurisprudence.*

WILLIAM TOBIN, F. R. C. S. (Ireland), *Examiner in Ophthalmology, Otology, and Laryngology.*

*Librarian:* PROFESSOR SETH.

*Curator of the Museum:* PROFESSOR LAWSON.

*Instructor in Gymnastics:* SERGEANT KELLY.

*Janitor:* ARCHIBALD DUNLOP.

## FACULTY OF ARTS.

THE PRESIDENT.

CHARLES MACDONALD, M. A.

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JAMES LIECHTI, M. A.

J. GORDON MACGREGOR, D. Sc.

JAMES SETH, M. A.

ARCHIBALD MACMECHAN, Ph. D.

*Secretary of the Faculty*—PROFESSOR MACMECHAN.

LECTURER: H. MURRAY, B. A.



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Past Graduate Student—for M. A.....	1
Fourth Year Under-Graduate Students—for B. A.....	21
Third     "             "             "             " .....	21
Second   "             "             "             " .....	29
First     "             "             "             " .....	16
Fourth   "             "             "             B. L.....	1
Second   "             "             "             " .....	1
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Total Under-Graduates, etc., (as above).....	90
General Students in Arts.....	63
Special     "             " .....	115
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Total       "             "       Classes .....	268

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## FACULTY OF PURE AND APPLIED SCIENCE.

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THE PRESIDENT (*ex officio.*)

CHARLES MACDONALD, M. A.

GEORGE LAWSON, Ph. D., LL. D.

JAMES LIECHTI, A. M.

J. GORDON MACGREGOR, D. Sc.

JAMES SETH, M. A.

ARCHIBALD MACMECHAN, B. A., Ph. D

MARTIN MURPHY, D. Sc., C. E.

EDWIN GILPIN, JR., A. M., LL. D., F. G.'S

F. W. W. DOANE, C. E.

C. E. W. DODWELL, B. A., M. I. C. E.

RODERICK MCCOLL, C. E.

*Dean of the Faculty:* PROF. MACGREGOR.

Fourth Year Undergraduate Students—for B. Sc.....	1
Third     "             "             " .....	3
First     "             "             " .....	3
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Total Undergraduates in Science (as above) .....	7
General Students             " .....	5
Special     "             " .....	15
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Total       "             " .....	27

## FACULTY OF LAW.

THE PRESIDENT (*ex officio*.)

RICHARD C. WELDON, A. M., PH. D.

BENJAMIN RUSSELL, A. M., Q. C.

C. SYDNEY HARRINGTON, Q. C.

EDWARD L. NEWCOMBE, M. A., LL. B.

WILLIAM B. ROSS, Q. C.

GEORGE RITCHIE, LL. B.

*Dean of Faculty*—PROFESSOR WELDON.*Secretary of the Faculty*—PROFESSOR RUSSELL.

Third year	Under-graduate Students—for LL. B.	22
Second	" " " " "	22
First	" " " " "	8
Total Under-graduates in Law		52
General Students		15
Total		67

## FACULTY OF MEDICINE.

THE PRESIDENT (*ex officio*).

GEORGE LAWSON, PH. D., LL. D.,

JOHN SOMERS, M. D.

GEORGE L. SINCLAIR, M. D.,

DONALD A. CAMPBELL, M. D. C. M.,

A. W. H. LINDSAY, M. D., C. M.,

JOHN STEWART, M. B. C. M.

A. C. PAGE, M. D.

DANIEL McNEIL PARKER, M. D.,

EDWARD FARRELL, M. D.,

ANDREW J. COWIE, M. D.,

JOHN F. BLACK, M. D.,  
 ALEXANDER P. REID, M. D.,  
 ARTHUR MORROW, M. B., C. M.,  
 MATTHEW A. CURRY, M. D.,  
 MURRAY McLAREN, M. D.,  
 WM. S. MUIR, M. D.,  
 WM. TOBIN, F. R. C. S. Ire.,  
 HUGH McD. HENRY, Q. C.

*Dean of the Faculty:* PROF. LAWSON.

*Secretary of the Faculty:* DR. LINDSAY.

Fourth Year Undergraduate Students—for M. D., C. M. ....	7
Third " " " " .....	6
Second " " " " .....	9
First " " " " .....	18

Total Undergraduates in Medicine .....	40
General Students " " .....	1
	<hr/> 41

### THE UNIVERSITY LIBRARIES.

The General Library consists of nearly 4,000 volumes, selected to meet the wants especially of students of the Faculties of Arts and Science.

It contains the MACKENZIE COLLECTION of works on Mathematical and Physical Science, which was presented to the College by the relatives of the late Professor J. J. Mackenzie; and the ROBERT MORROW COLLECTION of works on Northern Antiquities and Languages, presented by Mrs. Robert Morrow.

During the past year, 350 volumes have been added to the Library.

THE LAW LIBRARY.—Mr. A. H. R. Fraser, LL.B., has been appointed Librarian of the Law School. It is Mr. Fraser's wish to make the resources of the library available to the students. Those engaged in preparing for Moot Court cases especially are urged to advise with the Librarian, who will make them acquainted with the less accessible books in the Library. Much care is being taken to perfect the sets of Statutes. Since the end of the Session 1891-92 large additions of American Reports have been made.

The Library has a good set of English and Canadian Reports, and will be found to contain almost all the books which an undergraduate will have occasion to consult.

### THE UNIVERSITY MUSEUM.

The Museum\* consists chiefly of the THOMAS McCULLOCH and the PATTERSON COLLECTIONS.

The THOMAS McCULLOCH COLLECTION was presented to the University in 1844, by the Rev. William McCulloch, D. D., of Truro, with a fund of \$1400 for extending the collection. It formed the museum of Prof. Thomas McCulloch, who occupied the Chair of Natural Philosophy from 1863 to 1865. It contains a large and valuable collection of birds, especially of native birds of the Maritime Provinces, many specimens of minerals, especially of Nova Scotian species, which are now being arranged systematically for convenience of study; also rock specimens, an ample set of Carboniferous fossils, chiefly Nova Scotian, and a collection of European Cretaceous fossils, Indian implements, shells of recent Mollusca, native plants, &c. These collections were made in part by Rev. Thomas McCulloch, D. D., the first President of the College. The McCulloch collection of birds has recently been increased by additions paid for out of the McCulloch Museum Fund.

THE PATTERSON ARCHÆOLOGICAL COLLECTION.—This collection of Indian Antiquities was made by Rev. George Patterson, D. D., while engaged during a number of years in researches regarding the history and modes of life of the aborigines of Nova Scotia. The collection was presented by him to the College in 1889, on the condition that the Governors should make suitable "provision for the preservation and exhibition of the same, in such a manner as is usual in well-managed museums." It is kept as a separate collection. It contains 288 specimens, separately catalogued, and is arranged conveniently for reference. About 250 of the specimens have been obtained in Nova Scotia; they represent the stone age of its aboriginal inhabitants, and form an almost complete representation of the articles usually found among the remains of the native races of North America. There are also a number of similar articles from the United States, Scotland, the West Indies, and especially the New Hebrides. The classified catalogue of the collection, which is arranged according to the method adopted in the description of the archæological collections of the Smithsonian Institution, contains full particulars of the localities where the several specimens were obtained.

### Donations of DRIED PLANTS from the Pacific Islands and Australia.

\*The Provincial Museum, in the new Provincial Building, Market Square, contains collections illustrating the Mineralogy, Geology and Zoology of the Province, and is open to the public daily; it may be conveniently used by Students.

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have been made by Rev. Hugh Robertson and Rev. Joseph Annand, M. A. New Hebrides ; and of Nova Scotian Plants by Mr. George G. Campbell, B. Sc., Truro.

A collection of CARBONIFEROUS FOSSILS, from the coal measures at Spring Hill, has been presented by Mr. Swift, of the Spring Hill Mines, Cumberland County.

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### THE GYMNASIUM.

The Gymnasium is provided with apparatus which was purchased by funds contributed for the most part by former students.

Instruction is furnished by a competent Gymnast.

The following are the general regulations for the use of the Gymnasium :—

(1.) All male students, graduates, and members of the Alumni Association shall, on paying the sessional fee, be entitled to the use of the Gymnasium.

(2.) Students shall be entitled to instruction in gymnastics without the payment of any additional fee.

(3.) Graduates and members of the Alumni Association shall be admitted to the classes, on payment of a fee of three dollars.

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### HISTORICAL.

Dalhousie College was founded by the Earl of Dalhousie in 1821, "for the education of youth in the higher branches of science and literature."

The original endowment was derived from funds collected at the port of Castine, in Maine, during its occupation in 1824 by Sir John C. Sherbrooke, then Lieutenant-Governor of Nova Scotia. These funds the British Government authorized the Earl of Dalhousie, Sir John's successor, to expend "in defraying the expenses of any improvement which it might seem expedient to undertake in the Province," and the Earl, believing that "a Seminary for the higher branches of education is much needed in Halifax—the seat of the Legislature—of the courts of justice—of the military and mercantile Society," decided upon "founding a College or Academy on the same plan and principle of that at Edinburgh," open to all occupations and sects of religion, restricted to such branches only as are applicable to our present state, and having the power to expand with the growth and improvement of our society."

The original Board of Governors consisted of the Governor-General of British North America, the Lieutenant-Governor of Nova Scotia, the Bishop, the Chief Justice and President of Council, the Provincial Treasurer and the Speaker of the House of Assembly.

After unsuccessful efforts on the part of both the British Government and the Board of Governors to effect a union with King's College, the only other then existing in the Province, this College went into operation in 1838, under the Presidency of the Rev. Thomas McCulloch, D. D., and with a staff of three Professors.

By an Act passed in 1841, University powers were conferred on the College, and the appointment of the Governors was vested in the Lieutenant-Governor and Council.

In 1856, the Arts departments of the Goreham College, Liverpool, N. S., was transferred to this College "with a view to the furtherance of the establishment of a Provincial University," and an attempt was made to conduct the Institution as a University under the Act of 1841.

This union, however, came to an end in 1857.

In 1863, the College was re-organized under an Act of the Provincial Legislature.

Annual Calendar for 1892, without examination papers, 116 pages.

## University of King's College, Windsor, N. S.

[Governors members of the Church of England (See Acts, 4th April, 1863, and 19th April, 1883).]

### PATRON.

HIS GRACE THE ARCHBISHOP OF CANTERBURY.

BOARD OF GOVERNORS, 1892-93.

(*Ex officio.*)

THE RIGHT REV. THE LORD BISHOP OF NOVA SCOTIA.

*Visitor and President of the Board.*

THE MOST REV. JOHN MEDLEY, D. D., Lord Bishop of Fredericton  
and Metropolitan.

### *Members of the Board Elected by Incorporated Alumni:*

N. W. WHITE, Esq., Q. C.

W. C. SILVER, Esq.

HON. L. E. BAKER, M. L. C.

REV. CANON BRIGSTOCKE, D. D.

REV. C. BOWMAN, D. D.

C. WILCOX, Esq.

C. E. A. SIMONDS, Esq. B. C. L.

J. Y. PAYZANT, Esq.

REV. GEORGE HASLAM, M. A.

J. C. MOODY, Esq. M. D.

HON. SENATOR ALMON, M. D.

CLARENCE H. DIMOCK, Esq.

### *Elected by the Diocesan Synod of Nova Scotia:*

REV. CANON PARTRIDGE, D. D.

H. Y. HIND, Esq., M. A., D. C. L.,

### *Elected by the Diocesan Synod of Fredericton:*

REV. J. ROY CAMPBELL, B. D.

HON. JUDGE HANINGTON.

### *Treasurer.*

J. Y. PAYZANT, Esq.

### *Secretary.*

R. J. WILSON, Esq.

**OFFICERS OF THE UNIVERSITY.**

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*Chancellor :*

VERY REV. EDWIN GILPIN, D. D., D. C. L., DEAN OF NOVA SCOTIA.

*Vice-Chancellor.—(ex officio.)*

THE REV. CHARLES EDWARD WILLETS, M. A., D. C. L., PRESIDENT  
OF KING'S COLLEGE.

*Public Orator :*

REV. FRANCIS PARTRIDGE, M. A., D. D., CANON OF ST. LUKE'S  
CATHEDRAL.

*Registrar :*

WILLIAM R. BUTLER, ESQ., M. ENG., PROFESSOR OF MATHEMATICS  
AND ENGINEERING, KING'S COLLEGE.

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**FACULTY.**

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*President of the College.*

REV. C. E. WILLETS, M. A., D. C. L.

*Vice-President.*

PROFESSOR VROOM, M. A., B. D.

*Professor of Classics.*

REV. C. E. WILLETS, M. A., D. C. L.

*Fellow and Professor of Mathematics, Natural Philosophy, and  
Engineering.*

W. R. BUTLER, ESQ., M. ENG.

*Fellow and Professor of Chemistry, Geology, and Mining.*

G. T. KENNEDY, ESQ., M. A., B. A. SC., D. SC., F. G. S.

*Professor of English Literature, Economics, and History.*

C. G. D. ROBERTS, ESQ., M. A., F. R. S. C.



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*Professor of Modern Languages.*

H. LOTHAR BOBER, Esq.

*Professor of Divinity.*

REV. F. W. VROOM. M. A., B. D.

*Tutor in Science.*

*Bursar :*

PROFESSOR BUTLER.

*Librarian and Scientific Curator.*

PROFESSOR KENNEDY.

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FACULTY OF DIVINITY.

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THE REV. THE PRESIDENT, (*ex officio.*)

*Professor of Divinity :*

REV. F. W. VROOM, M. A., B. D.

*Lecturer in Canon Law and Ecclesiastical Polity :*

THE REV. CANON PARTRIDGE, D. D.

*Lecturer in Apologetics :*

REV. J. HASLAM, M. A.

*Lecturer in Old Testament Exegesis :*

THE VEN. ARCHDEACON SMITH, D. D.

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FACULTY OF CIVIL LAW.

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THE REV. THE PRESIDENT, D. C. L. (*ex officio.*)

HON. MR. JUSTICE TOWNSEND, B. C. L.

HON. S. L. SHANNON, D. C. L.

## LAW SCHOOL.

(Opened, Oct. 1892, at St. John, *New Brunswick*.)

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### HISTORICAL.

King's College was founded A. D., 1789, by an Act of the Provincial Legislature, chiefly through the exertions of the Right Reverend Charles Inglis, D.D., first Bishop of Nova Scotia. For this foundation funds were granted by the Provincial Legislature, and subsequently by the British Government.

By the Royal Charter granted in 1802, all the privileges of a University were conferred on King's College, which thus became the first University of British origin established in Canada.

A Provincial Act incorporating the Governors of King's College and annulling the Act of 1789, was passed April 4th, 1853. It provides that the Royal Charter of Incorporation shall not be affected by it further than is necessary to give effect to its own enactments.

The Patron of the University is the Archbishop of Canterbury, to whose approval "all Statutes, Rules and Ordinances" of the Board of Governors are subject by resolution of the Board of Governors recorded in the Statutes of the University.

King's College is open to students of all denominations, and imposes no religious test either on entrance or on graduation in any faculty, excepting that of Divinity.

The University confers degrees in Arts, Divinity, Law, Engineering and Science. The School of Engineering was added in 1871.

Candidates for Matriculation may now be examined at distant centres, under special regulations, which will be found in the Calendar.

There are at present in the University five Schools to matriculated students.

- I. The School of Arts.
- II. " " Divinity.
- III. " " Engineering.
- IV. " " Science.
- V. " " Civil Law.

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### THE UNIVERSITY LIBRARY.

The foundation of the Library is due to the efforts of the first Bishop of Nova Scotia, and may be placed in the year 1790. Several contributions in money had previously been received, but it was not till that year that efforts were made to obtain books.

The original fund at the disposal of the Governors was not more than £250 sterling, and was intrusted to Mr. Inglis (afterwards Bishop,) son of the Bishop, and a graduate of the University, who repaired to England in 1800, for the purpose of purchasing books. The names of Dr. Moore, Archbishop of Canterbury, Dr. Porteous, Bishop of Rochester; William Wiberforce, Sir S. Bernard Morland, John Eardly Wilmot, M. P., and others, thus became connected with the early history of the Library.

Munificent gifts from the University of Oxford continued to increase the value of the collection, which was further enriched by gifts from various English gentlemen, and from others settled in Nova Scotia.

The room in the College building set apart for many years for a Library Hall, was completed in 1810 at the expense of Sir Thomas Strange and the Archbishop of Canterbury.

Subsequently valuable works were presented by Drs. Bayard and McCulloch, and by the Society for Promoting Christian Knowledge.

Among later benefactors may be mentioned Dr. Greswell of Worcester College, Oxford; The Smithsonian Institute; The British and Foreign Bible Society; the Dean and Chapter of Westminster; T. B. Akins, Esq., D. C. L.; The Society of Incorporated Alumni of King's College; E. Binney, Esq.; C. Cogswell, Esq., M. D.; The Dominion Government; The Radical Bay Club; The Haliburton Club; The Secretary of the Interior, United States; American Institute of Mining Engineers; The Royal Society; The Religious Tract Society; The Rev. George McCawley, D. D.; The late Rev. Canon Hensley, D. D.; General Sir. W. F. Williams, K. C. B.; The late Bishop of Nova Scotia; The Right Rev. D. Rigaud, late Bishop of Antigua; The Rev. George Morris; The late Rev. G. W. Hodgson, M. A., and Her Majesty the Queen.

This large collection of books now numbering about 10,000 volumes, contained till the year 1870 in a single room in the College building, was then removed to the new hall specially built for the purpose and presented to the University by the Incorporated Alumni. It contains a large number of standard works of reference in Theology, which is by far the richest department in the Library, and a fair selection of the great Greek and Latin Classics.

In modern History and Belles-Lettres it is very poorly supplied.

It is also much to be desired that some well-wisher to the College would present some volumes of German Literature to the Library, which contain scarcely any German books.

In Science some recent standard works have from time to time been added, and next to Theology and Classics, this is the largest department. The languages of Modern Europe are not so well represented.

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In spite of many blanks, the Library is one of the largest in the Province, and contains all the elements requisite for making it a thoroughly well appointed and efficient Reference Library.

There is no special Library Fund, except the fee from students, and the collection can only be increased by grants of money from the Governors, the occasional lapsing of the Welsford prize money, and the benefactions of friends of the University.

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## THE MUSEUM.

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### NATURAL HISTORY.

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#### GEOLOGY AND MINERALOGY.

The Geological Specimens, many of which are very fine, illustrate the most prominent features of general Geology, but the majority have been collected in Nova Scotia, and are especially adapted to show the character of the Fossil Flora and Fauna of the Province. There are several collections, which may be discriminated as follows :—

1. The W. B. Almon Collection presented over forty years ago by Mrs. W. B. Almon, of Halifax, contains, with many minerals and a few shells, a considerable number of rock specimens and a few fossils, chiefly from Scotland, collected by the late W. B. Almon, M.D.

2. The Governors' Collection consists of coal fossils obtained in 1860, at the expense of the Governors of the College; these were collected by Professor How, with the valuable assistance of a party headed by Richard Brown, Sr., Esq., then agent at the Sydney Mines, who from long study was familiar with the district. Many of the specimens are exceedingly fine, and some are of large size.

3. The Alumni Collection consists of Silurian and Devonian Fossils, chiefly from Arisaig, N. S., collected, named and arranged stratigraphically by Dr. Honeyman; purchased and presented in 1861 by the Alumni of King's College.

4. The Australian Collection consists of specimens obtained through Colonel Nelson, in 1863, from Sir William Dennison, then Governor of New South Wales, in exchange for Nova Scotian specimens from the College Cabinet, sent by Professor How. It contains some beautiful fossils, and is arranged stratigraphically; its value is increased by an accompanying large detailed colored section made by the Government Examiner of Coal Fields under instructions from Sir William Dennison.

5. A collection of British Fossils, chiefly Silurian and Devonian, obtained through Dr. McCawley in exchange for Nova Scotian specimens sent by Professor How from the College Cabinet, in 1860 to Captain, now Sir James Anderson.

6. A collection from Europe, illustrating chiefly the nature of crystalline and sedimentary rocks, purchased by the Governors.

7. Several collections, some of which are unnamed, and single specimens, given and obtained by exchange at various times; of these it will suffice to name; Reptilian Tracks of great geological interest presented by the widow of their discoverer, the late Dr. Harding; valuable Fossils, chiefly carboniferous, presented by H. Poole, Esq.; Silurian Fossils from Arisaig, presented by H. Hill, Esq., Sheriff of Antigonish; Coal Plants from Cumberland County, presented by Rev. Mr. Townshend, Rector of Amherst; Cretaceous Fossils from England, presented by C. B. Bowman, Esq., and Dr. Honeyman; Silurian and Carboniferous Fossils of Nova Scotia, from Professor How; Rocks and Minerals from the Dominion Government; Devonian Corals of Ontario and Canadian Rocks from Professor Spencer.

The Mineralogical specimens represent the most important species of Minerals,—some of them are of great beauty. They consist of those in the collection of Zeolites collected at the expense of the Governors, and of various others obtained by gifts and exchange, as mentioned with regard to the geological department. Sir Rupert George; Rev. Dr. Robertson, Rector of Wilmot; H. Brown, Esq., Director of the Geological Survey of Victoria, formerly a distinguished student in Science at this College; Rev. J. Ambrose; Rev. J. C. Cochran; C. B. Bowman, Esq.; J. Bowman, Esq.; Rev. D. W. Pickett; Hon. W. Odell, and Professor How, have presented interesting specimens.

#### ZOOLOGY.

The Willis Collection consists of specimens fully illustrating Nova Scotia Mollusca, named, arranged, and presented by late J. R. Willis, Esq.; a collection from the U. S. Government.

The department is further illustrated by a collection of foreign shells, some interesting skulls and skins, and a limited number of preserved animals.

#### BOTANY.

The Cogswell Herbarium, bound in fine imperial folio volumes, contains a fine systematically arranged collection of Phœnogamous and Cryptogamous Plants of Great Britain, presented by Dr. Cogswell.

The Gossip Herbarium consists of a small number of Scottish Plants presented by Dr. Gossip.

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The Willis Herbarium consists of Nova Scotia Algae and Terrestrial Plants, presented by late J. R. Willis, Esq.

The Strange Herbarium consists of a considerable number of East India Plants, presented in 1805, by Sir T. Strange.

The Ball Herbarium of Nova Scotia consisting of about 250 species, presented by Rev. E. H. Ball.

There are also a few woods, barks, leaves and fruit—from various sources—presented by C. B. Bowman, Esq., Hon. W. J. Almon, M. D., and other benefactors.

#### THE GENERAL COLLECTION.

The General Collection consists of various curiosities from different parts of the world, and a small but choice cabinet of coins. Other interesting curiosities are the beautiful Indian Pipe from Queen Charlotte's Island, the models of the leaning Tower and the Baptistery at Pisa, and the memorials of Gens. Williams and Inglis, which include the sword worn by the former throughout the siege of Kars, and that used by the latter during the defence of Lucknow. There is also a model of the Cawnpore Memorial Cross, formed of wood from the house in the courtyard of which the women and children were massacred.

The College possesses also a number of autographs of royal and distinguished personages; one of Thomas Moore, the poet, inscribed in a copy of Lucian, presented by him on the occasion of his visit.

The Coins illustrate the Numismatics of Rome, and most of the countries of the modern world.

The different departments of the museum are arranged in twenty-four flat cases, supported by the balustrade surrounding the gallery, and five large table cases all glazed and provided with lock and key. The large specimens which could not be conveniently placed in cases are arranged on shelves or distributed in different parts of the hall.

The friends of Science in Nova Scotia and elsewhere are respectfully requested to contribute specimens to the Museum of King's College. The steps which have been lately taken by the Governors to provide suitable cases for the arrangement and display of the contents of the Museum in the fine Hall erected at the expense of the Alumni, offer a guarantee that the liberality of donors will be carefully recognized and fully recorded.

A superb collection of Loyalist China, over three hundred pieces, arranged in three cases, was presented by Judge and Mrs. Weldon, on the 79th anniversary of the landing of the Loyalists in New Brunswick.

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In the library, in addition to a number of Photographs, there are several large Oil Paintings—including those of the late Drs. McCawley and Cochran, Rev. Charles Porter, A. M., the late Dr. J. T. Twining, and of Paul Mascarene. There are also marble busts of General Williams, and of Cicero and Demosthenes.

It is particularly requested that donors will send their contributions of Books, Coins and Curiosities, addressed to the *Librarian*, and of Natural History specimens to the *Natural History Curator*, King's College Museum, Windsor, N. S., in order that the receipt may be duly acknowledged, and the donation recorded in the yearly Calendars as heretofore.

The Annual Calendar of 1892, contains 132 pages.

## Acadia University, Wolfville, N. S.

### GOVERNORS OF THE UNIVERSITY.

[Governors appointed by the Baptist Convention of the Maritime Province, (see Act, 19th May, 1891).]

REV. A. W. SAWYER, D. D., LL. D.,

President of the University, *EX OFFICIO*.

#### MEMBERS WHOSE TERM OF OFFICE EXPIRES IN 1892.

COLIN W. ROSCOE, M. A.,	EDWIN D. KING, M. A., Q. C.
WILLIAM CUMMINGS, ESQ.,	*F. H. EATON, M. A.,
*HERBERT C. CREED, M. A.,	REV. A. COHOON, M. A.,
REV. S. B. KEMPTON, M. A.	WILLARD O. WRIGHT, B. A.

#### MEMBERS WHOSE TERM OF OFFICE EXPIRES IN 1895.

*B. H. EATON, M. A. Q. C.,	C. B. WHIDDEN, ESQ.,
WILLIAM C. BILL, ESQ.,	HON. A. F. RANDOLPH,
RUPERT G. HALEY, ESQ.,	*A. P. SHAND, ESQ.
GEORGE G. KING, M. P.,	*C. M. WOODWORTH, B. A.

#### MEMBERS WHOSE TERM OF OFFICE EXPIRES IN 1898.

*REV. T. A. HIGGINS, D. D.,	G. J. C. WHITE, B. A.,
*REV. J. W. MANNING, B. A.,	HARRIS H. CROSBY, ESQ.,
W. F. PARKER, B. A.,	H. H. CHUTE, ESQ., M. P. P.,
HON. J. W. JOHNSTONE, D. C. L.,	REV. E. M. SAUNDERS, D. D.

REV. S. B. KEMPTON, M. A., *Secretary*.

X. Z. CHIPMAN, ESQ., *Treasurer*.

### EXECUTIVE COMMITTEE OF THE GOVERNORS.

A. W. SAWYER.	E. M. SAUNDERS.
B. H. EATON.	S. B. KEMPTON.
R. V. JONES.	C. W. ROSCOE.
I. B. OAKES.	D. F. HIGGINS,

*Secretary.*

\*Nominated by the Associated Alumni.



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**COMMITTEE OF INVESTMENTS.**

E. D. KING, *Chairman.*  
 D. McN. PARKER.  
 J. DESBRISAY.

C. W. ROSCOE.  
 J. P. CHIPMAN.  
 X. Z. CHIPMAN.

*Treasurer.*

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**SENATE OF THE UNIVERSITY.**

REV. A. W. SAWYER, D. D., LL. D., *Moderator.*  
 D. F. HIGGINS, Ph. D., *Vice-Moderator.*  
 L. E. WORTMAN, M. A., *Secretary.*  
 E. M. KEIRSTEAD, M. A., *Treasurer.*

**THE PROFESSORS OF THE UNIVERSITY AND SEMINARY, AND PRINCIPALS OF ACADEMY, EX OFFICIO.**

*Vacating Office in 1894.*

REV. S. McC. BLACK, M. A.  
 " F. D. CRAWLEY, B. A.  
 " P. A. McEWEN.  
 W. M. McVICAR, B. A.  
 REV. S. WELTON, M. A.

REV. G. O. GATES, M. A.  
 " J. E. HOPPER, D. D.  
 E. W. SAWYER, B. A.  
 F. M. SHAW, B. A.

*Vacating Office in 1897.*

H. H. BLIGH, M.A., Q.C.  
 J. S. ROGERS, B.A., LL.B.  
 REV. E. P. COLDWELL, B.A.  
 C. H. McINTYRE, B.A.  
 A. K. DeBLOIS, Ph. D.

J. B. HALL, Ph. D.  
 HON. JUDGE J. P. CHIPMAN, M.A.  
 H. T. ROSS, LL.B.  
 S. W. CUMMINGS, B. A.

*Vacating Office in 1890.*

REV. W. H. WARREN, M.A.  
 J. E. PARSONS, B.A.  
 A. J. PINEO, B.A.  
 I. B. OAKES, M.A.  
 REV. J. BANCROFT, B.A.

A. DEW. BARSS, M.D.  
 REV. W. H. ROBINSON, B.A.  
 H. A. LOVITT, B.A.  
 MISS ALICE FITCH, M.A.

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**THE FACULTY.**

REV. A. W. SAWYER, D.D., LL.D., **PRESIDENT,**  
**PROFESSOR OF PSYCHOLOGY AND METAPHYSICS.**

D. F. HIGGINS, M. A., Ph. D.,  
**PROFESSOR OF MATHEMATICS.**

R. V. JONES, M.A., Ph. D.,  
**J. W. BARSS PROFESSOR OF THE GREEK AND LATIN LANGUAGES.**

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REV. E. M. KEIRSTEAD, M. A.,  
PROFESSOR OF MORAL PHILOSOPHY AND EVIDENCES OF CHRISTIANITY.

A. E. COLDWELL, M. A.,  
PROFESSOR OF CHEMISTRY AND GEOLOGY.

L. E. WORTMAN, M. A.  
PROFESSOR OF FRENCH AND GERMAN.

J. F. TUFTS, M. A.,  
MARK CURRY PROFESSOR OF HISTORY AND POLITICAL ECONOMY.

FRANK R. HALEY, M. A.,  
ALUMNI PROFESSOR OF PHYSICS AND ASTRONOMY.

\* —————  
PROFESSOR OF ENGLISH LANGUAGE AND LITERATURE.

H. N. SHAW, B. A.,  
INSTRUCTOR IN ELOCUTION AND DIRECTOR OF GYMNASIUM.

A. DEW. BARSS, M. D.,  
LECTURER ON PHYSIOLOGY AND HYGIENE.

EVERETT W. SAWYER, B. A.  
INSTRUCTOR IN LATIN AND ENGLISH.

A. E. COLDWELL,  
CURATOR OF MUSEUM.

L. E. WORTMAN,  
LIBRARIAN.

Fourth year Under-graduate Students—for B.A.....	25
Third " " " " " .....	22
Second " " " " " .....	26
First " " " " " .....	33
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Total Under-graduates in Arts.....	106
Special Students " .....	12
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Total " .....	118

The financial year of the University dates from the first of August.

The first session of the Academy and Seminary begins the first Wednesday in September. The first session of the Arts Department of the University opens on the last Wednesday in September.

In April of each year occurs an Elocutionary Recital, in which all the members of the Sophomore Class take part. A record is kept

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\* Temporary provision is made for the work of this department until the appointment of a Professor.

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to indicate the excellence of the respective members of the class in this exercise.

The Junior Exhibition is held at the close of the first session, at which time orations prepared by members of the Class are delivered in a public assembly.

On the first Thursday in June the anniversary of the College is commemorated, at which time the ceremonies connected with the graduation of students and the conferring of degrees, are observed by the authorities of the University.

The College Library contains a valuable collection of books especially selected for the use of students. Books can be taken from the Library-room subject to proper regulations. The Library is also open five afternoons of the week, under the supervision of the Librarian, for convenience in consulting works of reference. The leading Canadian, American and English periodicals are kept in the Library for the use of the students.

The Library receives donations both of money and of books; additions are also made to it by means of the annual income of the DeWolfe Library Fund.

The Scientific Rooms are provided with sufficient apparatus for a wide range of experiments in Chemistry and Physics. Special provision is made for students in Practical Chemistry. Considerable material has also been collected to illustrate studies in the department of Biology. The Museum is well furnished with collections from various parts of the world illustrative of the departments of Geology, Mineralogy and Botany.

In addition to the assignments in Elocution, opportunity will be given for advanced study in this department. A course for four years is marked out, and students who successfully pass the required examinations will receive a diploma for the same.

Though none of the present courses of study includes Vocal Music, yet it is desirable that all students, as far as possible, should give some attention to this subject. Classes under the direction of the teacher of Elocution are formed for practice in singing, at such times as will not interfere with the regular appointments of class work.

A large and convenient campus gives abundant opportunities for Athletic Games in the spring and autumn. There is also on the University grounds a large and well-equipped Gymnasium. From the first of November to the first of April, the students have regular gymnastic drill under the Director of the Gymnasium. Experience has shown that this practice is highly conducive to the health of the students.

ACADIA COLLEGE was founded by the N. S. Education Society in 1838. In the following year application was made to the N. S. House of Assembly for a Charter of Incorporation with the title: "The Trustees, Governors and Fellows of the Queen's College." An Act creating such a corporation with the powers of a University was passed in 1840. At the next meeting of the Legislature, this Act was amended by changing the name to Acadia College.

In 1851 the power of appointing the Governors of the College was transferred from the N. S. Education Society to the Baptist Convention of the Maritime Provinces.

Annual Calendar, 1892, 51 pages. Later additions announce extensions of the curriculum.

## St. Francis Xavier College and Academy, Antigonish, N. S.

### BOARD OF GOVERNORS.

[Governors in communion with the Roman Catholic Church, (See Act, 10th March, 1882).]

HIS LORDSHIP THE BISHOP OF ANTIGONISH, Chairman *ex-officio*.

REV. JOHN SHAW, P. P.

WILLIAM GERBIOR, ESQ.

REV. N. McNEIL, D. D.

C. F. McISAAC, ESQ., M. L. C.

REV. D. A. CHISHOLM, D. D., Sec., Treas. Board of Governors.

### TEACHING STAFF.

REV. A. CHISHOLM, D. D., Professor of Latin and Ethics.

REV. A. MACDONALD, D. D., Professor of Metaphysics, Latin and English.

REV. A. J. CHISHOLM, D. D., Professor of French and Mathematics.

REV. D. A. CHISHOLM, D. D., Professor of Greek.

REV. A. THOMPSON, D. D., Professor of Logic and Physics.

HUGH MCPHERSON, Professor of Chemistry.

### COLLEGE OFFICIALS.

REV. D. A. CHISHOLM, D. D., Rector.

REV. A. THOMPSON, D. D., Vice-Rector.

REV. A. McDONALD, D. D., Prefect of Studies.

Total Students in attendance, 136.

St. Francis Xavier's College was founded in 1854 by the Rt. Rev. Colin F. McKinnon, D. D., Bishop of Arichat, for the higher education of students aspiring to the priesthood and to the learned professions. In this respect it has fulfilled the hopes of the Rt. Rev. Founder, and has moreover been a chief factor in supplying teachers for the Counties of Antigonish, Inverness, Richmond and Cape Breton.

In 1866 the College received University powers by Act of the Legislature of Nova Scotia.

**THE LIBRARY.**

The library consists of about 2700 volumes. Over fifty years ago a student named John Ryan, of Halifax, died in the Propaganda College, Rome. In his will he bequeathed his property to the Church in Nova Scotia, and after the division into two dioceses, that of Arichat received its share of Ryan's bequest, part of which was a large library purchased in Rome. The present College Library is in great part made up of the Ryan collection, but both Bishop McKinnon and Bishop Cameron contributed from their own libraries many valuable works. The late Rev. Alexander McLeod, of Arisaig; Rev. John V. MacDonell, St. Andrews; Rev. John Quinan, of Main-a-dieu, and Rev. John McDougall, Red Islands, also bequeathed their libraries to the College. Formerly the library books were used principally for reference, but of late years they have been utilized in supplying good reading matter to students, and thus cultivating their acquaintance with past and contemporary English literature. A drawback is want of revenue, and donations are solicited.

Annual Calendar, 1892, 23 pages.

# The Presbyterian College, Pine Hill, Halifax, N. S.

## BOARD OF MANAGEMENT.

(Appointed by the General Assembly of the Presbyterian church in Canada.)

DR. BURNS, <i>Chairman.</i>	REV. L. G. McNEILL, M. A.
REV. T. SEDGEWICK, <i>Chairman.</i>	" NEIL MCKAY,
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" MACRAE,	" T. FOWLER,
PRESIDENT FORREST, D. D.,	R. MURRAY.
REV. P. M. MORRISON,	PROF. MACDONALD, M. A.,
" THOMAS CUMMING,	" SETH, M. A.
" A. SIMPSON,	

## COMMITTEE OF EXAMINERS.

REV. P. M. MORRISON, <i>Convener.</i>	PRESIDENT FORREST, D. D.,
" A. SIMPSON,	PROFESSOR MACDONALD, M. A.,
" H. H. McPHERSON, M. A.,	" SETH, M. A.,
" T. CUMMING,	

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 PROFESSORS.

THE REV. ALEXANDER MCKNIGHT, D. D., *Principal and Professor of Theology.*

THE REV. JOHN CURRIE, D. D., *Professor of Hebrew and Biblical Literature.*

THE REV. ALLAN POLLOK, D. D., *Professor of Church History and Pastoral Theology.*

---

## LECTURERS.

THE REV. ROBERT A. FALCONER, B. A. (Lond.), M. A. and B. D. (Edin.),  
*New Testament Introduction and Exegesis.*

THE REV. JAMES S. CARRUTHERS, *Instructor in Elocution.*

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## LIBRARY.

Contains over nine thousand volumes.

---

## STUDENTS.

Senior year Undergraduates .....	9
Middle " " .....	7
Junior " " .....	11
Partial Course .....	1
	<hr/>
Total .....	28

Calendar, with examination papers, 1892, 36 pages.



## St. Anne's College, Church Point, Digby Co., N. S.

### BOARD OF DIRECTORS.

[Directors in communion with the Roman Catholic Church. (See Act 30th April, 1892).]

REVEREND GUSTAVE BLANCHE,  
" JOSEPH HAQUIN,  
" FRANCOIS OZANNE,  
" AIME MORRIS,  
" PHILEAS F. BOURGEOIS, A. M.

(Calendar not yet published.)

This institution was founded in 1890, by Rev. Gustave Blanche and other religious of the congregation of the Eudist Fathers, whom the Most Reverend C. O'Brien, Archbishop of Halifax, called from France for that purpose.

The present building known as St. Anne's College is a commodious structure, four-story building, 110 x 50 feet, and thoroughly well equipped in all its departments.

The teaching embraces the Classical and Commercial courses, instruction in each being given through the medium of French and English.

In April, 1892, the institution was incorporated and chartered as a college by the Provincial Legislature, with power to grant Academic degrees on graduates in Arts and Sciences.

The Faculty is composed of eleven professors, this year. Three are teaching in the Latin and Greek Department, four in the English Commercial and Business course, and three in the French Department.

Sixty-five students are following the various classes.

Two of the professors have a Grade B and one a Grade C from the Provincial Normal School. Two are Bachelors of Arts from St. Francis Xavier College, Antigonish. One is a Master of Arts from Laval University. The professors from France have all graduated from colleges or universities where they completed their classical course.

Printed courses of study containing the more essential information required by intending students have been published.







Educ. R. 167511  
12

# ANNUAL REPORT

OF THE



## SUPERINTENDENT OF EDUCATION

ON THE

## PUBLIC SCHOOLS OF NOVA SCOTIA,

For the Year ended 31st July,

1893.

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HALIFAX, N.S.:

COMMISSIONER OF PUBLIC WORKS AND MINES,  
QUEEN'S PRINTER,

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HERALD PRINTING AND PUBLISHING CO., 58 & 60 GRANVILLE STREET.  
1894.







Halifax County Academy, 1878.

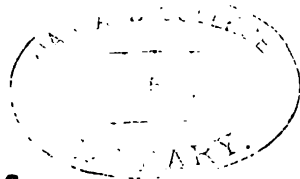


**ANNUAL REPORT**  
**OF THE**  
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**PUBLIC SCHOOLS OF NOVA SCOTIA,**  
**For the Year ended 31st July,**  
**1893.**

---



**HALIFAX, N. S.:**  
**COMMISSIONER OF PUBLIC WORKS AND MINES,**  
**QUEEN'S PRINTER,**  
**1894.**



Rev. J. S. Bourne

**EDUCATION OFFICE.**

**HALIFAX, January, 1894.**

**SIR,—**

**I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended July 31, 1893.**

**I am, with respect,**

**Your obedient servant,**

**A. H. MacKAY,**  
*Superintendent of Education.*

**To the HON. W. S. FIELDING, M. P. P.,**  
*Provincial Secretary.*



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PART I.

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GENERAL REPORT, 1893.

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ANNUAL REPORT  
ON THE  
PUBLIC SCHOOLS OF NOVA SCOTIA,  
1892-93.

TO HIS HONOR, MALACHY BOWES DALY,  
*Lieutenant-Governor of Nova Scotia:*

MAY IT PLEASE YOUR HONOR,—

I beg in accordance with the law, to submit my annual report on the Public Schools of the Province, for the School Year ended 31st July, 1893.

The amendments to the Education Laws which received your assent on the 30th day of April, 1892, have changed the date of the termination of the school year from the 31st of October to the 31st of July. The present school year is therefore a transition term, consisting necessarily of only the nine months between the 1st of November, 1892, and the 31st of July, 1893, forming but three-fourths of the normal school year, the first quarter of which (namely, August, September and October) is treated as missing.

From this cause alone it can be seen that comparison between the statistics of this and previous years can not be satisfactorily made in many cases.

Besides the anomaly referred to, there is also some considerable change in the statistical tables. The new information thus collected will not, of course, be available for the purpose of annual comparisons until, at least, the lapse of another year; but, in the meantime, it will be found to be not only interesting but valuable.

For much detail that might otherwise appear in this annual report, I refer you to the two volumes of the Journal of Education issued semi-annually in April and October to the secretaries of the trustees of each school section in the Province and other educational officials, each volume containing over one hundred pages similar to those of this report.

The most remarkable feature characteristic of the year is the absence of any serious friction in the carrying into effect of the

numerous changes incident to the amendments cited above, a state of affairs testifying to a high degree of intelligence and executive tact on the part of both teachers and trustees as a general rule, and to the eminent energy and ability of the inspectoral staff.

The number of school sections has been diminished by one during the year, indicating still a favorable drift of sentiment with respect to the very important matter of the consolidation of small or weak school sections. Such sections, more abundant in some quarters of the province than in others, are the cause of unsatisfactory conditions which give those interested in our educational improvement the greatest anxiety and labor.

The attendance of pupils during the term does not equal three-fourths of the attendance of the preceding normal year, which was an exceptionally flourishing period with regard to attendance. It is, however, greater than the corresponding attendance of the year ended in 1891. But the fact that the number of pupils daily present on an average was, for the two winter quarters of the present year, 49,590 as against only 49,493 of the previous year, seems to indicate that the apparent falling off must have occurred in the last quarter, owing probably to the fact that the new regulations brought on the mid-summer vacation about the beginning of July instead of about the middle of the month as formerly. This, combined with the severity of the winter specially referred to in at least one of the Inspector's reports appended hereto, would lead me to say, that in respect of attendance, the year should be ranked as a good one notwithstanding the local difficulties affecting attendance in some districts.

In my last report I called attention to the extraordinary increase in the money voted by the school sections for building and repairs—an increase from a little over \$51,000 to something over \$96,000. This year nearly the same sum, \$95,687 09, has been voted for the shorter term of three-quarters of a calendar year. Nothing can more emphatically demonstrate the enthusiastic interest being developed throughout the province in the matter of providing superior school-room accommodation with special attention to improved methods of warming and ventilation.

Last year I was glad to call your attention to a hopeful sign of improvement in the status of the teaching profession. The average salary of first-class male teachers increased forty dollars, and of first-class female teachers, about ten dollars. I have now to report that the advance of last year has not only been maintained in the said classes of teachers, but has been still further advanced, not only in respect of the first-class teachers, but in respect of the teachers of every class of both sexes. As compared with three-fourths of their respective average salaries of the previous year, classes A & B, males, were better by \$50.91; C, males, by \$13.68; D, males, by \$17.13. Classes A & B, females, by \$23.46; C, females, by \$10.79; D, females, by \$3.06. In other words, the average annual salaries of male teachers of the first, second and third classes have increased over \$67,

\$18 and \$22, respectively ; and of female teachers, over \$31, \$14 and \$4, respectively, during the year. This growing estimation in which the people hold efficient teachers accords well with their appreciation of improved school accommodation as illustrated in the preceding paragraph.

The following statistical abstract will give a general view of the more important details of the state of education during the year.

### STATISTICAL ABSTRACT.

#### 1.—SCHOOL SECTIONS.

Total number in Province.....	1904
" " " in 1892 .....	1905
Decrease.....	1
No. of Sections without Schools .....	196

#### 2.—NO. OF SCHOOLS, PUPILS, TEACHERS, &c.

Total No. Schools in operation.....	2252
No. of Schools in Session 50 days or under .....	37
No. over 50 days and up to 100 .....	67
" 100 days and up to 150 days.....	219
" 150 days and under full term.....	913
No. full term (nine months) of 166 days.....	1016
Average No. of days all schools were in Session.....	152.7
No. of Teachers.....	2319
No. of Licensed Assistants.....	24
No. of Teachers holding Normal School Diploma.....	408
Total No. Registered Pupils.....	94899
Proportion of Population at School during year.....	1 in 4.7
No. of School Libraries.....	89
No. of School Scientific Collections.....	96

#### 3.—CLASSIFICATION OF TEACHERS.

Academic.—(Class A. el). Male Teachers .....	45
" (Class A. cl). Female Teachers.....	3
First Class.—(Class B). Male Teachers.....	169
" (Class B). Female Teachers.....	169
Second Class.—(Class C).—Male Teachers.....	216
" (Class C).—Female Teachers.....	898
Third Class.—(Class D).—Male Teachers .....	152
" (Class D).—Female Teachers .....	667
Total No. Male Teachers .....	582
" Female Teachers .....	1737
No. Male Assistants .....	6
No. Female Assistants .....	18

#### 4.—PERIOD OF SERVICE OF TEACHERS.

No. of New Teachers.....	288
No. of Old Teachers, but new to Section.....	910

No. of Teachers continued in same Section .....	1121
No. Teachers whose total service was one year or under..	325
No. over one year and up to two.....	312
"    two years and up to three .....	301
"    three years and up to four .....	276
"    four years and up to five .....	211
"    five years and up to seven.....	295
"    seven years and up to ten.....	220
"    ten years and up to fifteen .....	199
"    fifteen years and up to twenty.....	85
"    twenty years .....	95

## 5.—ATTENDANCE OF PUPILS.

Total No. of pupils on register at end of second quarter..	78121
No. attended during second quarter .....	78121
Average daily attendance second quarter .....	49887.2
Per cent. attended during quarter daily present on an average. ....	63.8
Total No. of Pupils on Register at end of third quarter..	84239
No. attended during quarter .....	76928
Average daily attendance.....	49292.9
Per cent. attended during quarter, daily present on an average .....	64.
New Pupils attended third quarter .....	6117
Enrolled Pupils who did not attend third quarter .....	7310
Total No. of Pupils on Register at end of fourth quarter.	94899
No. attended during quarter.....	77773
Average daily attendance.....	48991.4
Per cent. attended during quarter daily present on an average .....	62.9
New Pupils attended fourth quarter .....	9010
Enrolled pupils who did not attend fourth quarter .....	15475
Days taught <i>first</i> half year (one quarter) .....	119825.5
" <i>second</i> half year (two quarters).....	228051.5
Total days' attendance <i>first</i> half year (one quarter).....	280079.5
"    " <i>second</i> half year (two quarters)....	499057.5
No. of Pupils under <i>five</i> years of age (1st Aug. 1892) ....	1221
No. between <i>five</i> and <i>fifteen</i> years " " .....	85990
No. over <i>fifteen</i> years (1st Aug., 1892) .....	9688
Total Annual Enrolment .....	94899
No. of Boys .....	49775
"    Girls .....	45124
Total days' attendance for year .....	7824166
Days' taught during year.....	349029.5
Daily present on an average during year .....	50163.5
Average of quarterly percentages of attendance.....	63.5
No. of Pupils who have attended 20 days or less.....	10531
"    "    "    "    "    over 20 and up to 50 days	9665
"    "    "    "    "    "    50 "    100 "	26553
"    "    "    "    "    "    100 "    150 "	30494
"    "    "    "    "    "    150 days.....	7656

No. of Pupils belonging to Section .....	90959
" " from beyond limits of Section .....	3940
" Deaf and Dumb not attending Institution in Halifax .....	70
" Blind " " " " " " .....	10

## 6.—VISITATION AND PRIZES.

No. of Visits by Trustees and Secretary .....	8011
" " " Inspectors and other School Officials .....	2865
" " " other Visitors .....	26963
" Parents and visitors at Public Examination .....	17312
" Prizes awarded ..	1760
Value of Prizes awarded .....	\$791.53

## 7.—SECTION STATISTICS.

Value of all School Property belonging to Sections. (Not including the City of Halifax)* .....	\$ 1,032,890.42
Valuation of Property in Section according to last as- essment roll .....	73,848,513.00
Total amount voted at last annual meeting for all School purposes .....	413,448.85
Amount voted for building and repairs .....	95,687.09
" of Teachers' Salaries paid during year by sec- tions, (not including Provincial Grants) .....	279,355.00
No. of Volumes in the School Libraries .....	4183
" Wall Maps, Charts and Globes .....	7108
Value of all Scientific Apparatus and Collections .....	6,577.65
Value of total Literary and Scientific equipment .....	28,728.36

## 8.—CLASSIFICATION OF PUPILS.

No. of Pupils in Kindergarten .....	898
" " " Grade I .....	17122
" " " " II .....	12515
" " " " III .....	11653
" " " " IV .....	12283
" " " " V .....	10566
" " " " VI .....	9296
" " " " VII .....	9831
" " " " VIII .....	6361
" " " " IX .....	2506
" " " " X .....	1206
" " " " XI .....	497
" " " " XII .....	37
" " not "graded" (Errors) .....	127
Total pupils in Public Schools .....	94899
No. ranked in the Teachers' Registers as of High School Grade ..	4246
No. of these rec'd High School rank in the County Academies ..	1397

The City of Halifax owns School property estimated at \$181,000  
rents " " " " " " " " 94,000

9. Average of the time given by all the Teachers in the Province during the past year, in both the Common and High Schools departments, to the following groups of subjects in the course of study :

Subject.	Minutes Per week.	Minutes Per Day.	Percentage.
English Language.....	571	114	44.2
Arithmetic.....	264.4	53	20.4
Writing and Drawing.....	136.9	28	10.7
Geography and History.....	189.5	38	14.7
Object Lessons on Nature.....	32.5	7	2.3
Book-keeping .....	30	6	2.1
Hygiene and Temperance.....	22.8	5	1.7
Moral and Patriotic Duties .....	21.8	4	1.6
Vocal Music.....	15.2	3	1.2
Calisthenics and Military Drill....	9.3	2	.7

(Were the departments giving more or less time to some of the High School subjects excluded in this averaging process, it would appear that in the 2000 Common Schools of the Province the proportion of time given to such subjects as Reading, Writing and Arithmetic is actually greater than the general average given above, while the proportion given to such as Book-keeping, Geography and History is actually less.)

#### 10.—TOTAL EXPENDITURE FOR PUBLIC EDUCATION.

*Provincial Grants .....	\$166,040.49
County Funds.....	89,623.36
Section Vote .....	413,448.85
<b>Total .....</b>	<b>\$669,112.70</b>

Three-fourths of the corresponding figures for the previous year of twelve months are as follows :

Provincial grants.....	\$162,322.30
County Funds .....	90,095.81
Section Assessments .....	307,513.03
<b>Total .....</b>	<b>\$559,931.14</b>

Part II. of this report contains the Statistical tables in detail.

#### TABLE I.

Table I. shows among other things that in the following counties there were practically no schools which required a second teacher to

\* The "Nine months term" includes all the grants payable in twelve months under the heads of Night Schools (in session during the winter only), travelling expenses of Normal School Students (payable in June) Provincial Examinations (held in July), &c., which partly accounts for the greater comparative expenditure this year.

complete the term begun by another teacher, namely Annapolis, Cape Breton, Digby, Richmond, Shelburne, Victoria and Yarmouth. The following counties had the numbers set opposite them as the excess of the number of teachers employed over the number of schools in session :

Antigonish .....	7
Colchester.....	14
Cumberland .....	5
Guysboro'.....	5
Halifax .....	2
Hants .....	9
Inverness .....	4
Kings .....	12
Lunenburg .....	3
Pictou .....	7
Queens .....	2
Total .....	<u>70</u>

This appears to indicate that in about 70 sections, there was a change of teacher during the year. This is not so bad as the previous year, when nearly 800 teachers changed sections within the year.

#### TABLES II. & III.

By the subtraction of the analysis of class A., B. & C., in table III. from the totals in table II., a "time-of-service" analysis of class D. teachers can be obtained.

#### TABLE IV.

By deducting the "total on Register" at the end of one quarter from that of the succeeding quarter the number of new pupils who entered school during the latter quarter may be found. Thus it appears that 6117 new pupils entered school during the third quarter and 9010 during the fourth quarter.

By deducting the "No. attended" each quarter from the number "on register" during the same quarter will be found the number of pupils who left school during the previous quarters. Thus it appears that 7310 left school during the second quarter, and 8165 during the third quarter.

The observation of this drift into and out of the schools during the four quarters of the year will be more instructive in future years, when the first quarter will not be missing as on the present occasion.

#### TABLE V.

It must not be assumed that the numbers given in the column "under five years of age" attended school while under five years of

age. The ages recorded in the register are for the 1st of August—the first day of the school year. At the end of the school year each pupil is exactly one year older than the age inscribed when registered. The recording of the exact age of each pupil on a given day is deemed of importance for several objects, one of which is yet only prospective.

*Attendance.*—The following is a statement of the registration of pupils from 1866 to 1893 inclusive :—

YEARS.	No. of Pupils registered in Winter.	No. of Pupils registered in Summer.	No. different Pupils registered during the year.
1866 .....	45131	56017	71059
1867 .....	61818	70075	83048
1868 .....	65983	72141	88707
1869 .....	72756	75523	93732
1870 .....	74321	76237	94496
1871 .....	74759	77235	92858
1872 .....	70780	76496	91637
1873 .....	70320	78266	93759
1874 .....	72645	79010	93510
1875 .....	76349	81878	94029
1876 .....	77593	82034	94162
1877 .....	80788	83941	100710
1878 .....	81523	84169	101538
1879 .....	81640	84356	99094
1880 .....	73978	78808	93700
1881 .....	77468	80189	98148
1882 .....	76888	81196	95912
1883 .....	79091	81863	98307
1884 .....	80041	84266	101069
1885 .....	81472	86578	103288
1886 .....	84570	86858	105410
1887 .....	84217	86731	105137
1888 .....	82486	86582	105231
1889 .....	82371	86488	103688
1890 .....	82794	88170	108597
1891 .....	81304	85792	101724
1892 .....	82965	87189	102586
1893 .....	(Three-fourths of year.)		94899

TABLE VI.

Owing to the failure of the City of Halifax to report promptly the number of children within its bounds between the ages of 5 and 15, the sum total of these as estimated for the whole province could not be tabulated. The same remark applies to the next column, "number of these children who did not attend school during the year." Assuming that the number between 5 and 15 in Halifax is only a little over 7,000, we shall then have for the province over 92,000 children between these ages. Assuming the number of those not attending the public schools in the City to follow the same law of proportion as is found in the rest of the province, about 9,000 between



5 and 15 did not attend school during the past year. That will give about 83,000 of this class as attending the public schools. But from table V. about 86,000 were actually enrolled at school. Has the census of the sections been taken carelessly? We can hardly think many trustees would be found who would certify roughly guessed figures to be solemn, statistical truth. This apparent discrepancy may be due to the 3,000 and odd who are attending from outside the section, as shown in another column of the table. But are there 9,000 who have not attended school at all? Nearly ten per cent. of the children of school age! And of those who attended there are over 10,000 who have been in school less than 20 days in the nine months of this school term, and about 20,000 more who attended less than 50 days. These are some of the facts which the new statistics are discovering for us. When these figures are seen to refer to children between the ages of 5 and 15, it will be readily understood that the young people of our province are not yet all over-educated. We have a general "compulsory attendance law" on the Statutes, but it is practically useless. The burden of introducing the Act into the section is left to local action. It would be better if the privilege of exemption from the operation of such an Act should have been left to local option. Then again, the present general Act is operative only to a very partial extent, and then in such a manner as to throw a certain amount of odium on those who attempt to enforce it.

Elaborate special legislation has been successfully introduced into the school system of Halifax and later into Dartmouth. In Halifax, children between the ages of 7 and 14, who are able to attend school, must attend some school, private if not public, and the Supervisor is required to inspect such private schools to see that the education given attains at least a prescribed minimum. Even the employers of children within the said age limits have been fined for thus encouraging them to evade the law. In Dartmouth the effect of the special Act in one term is thus shown by Principal Miller:

Registration, 1892, was .....	1074.
For same period 1893 was .....	1200.
Percentage of attendance, 1892, was .....	68
"                    "      1893, " .....	80
Average attendance, 1892, was .....	38
"                    "      1893, " .....	44

I am not yet ready to recommend so complicated a law for the whole province as is found so beneficial in the sections named. Something simpler may perhaps be found nearly as effective. Something which, without being offensive, will always be fair, and which will always act in proportion to the neglect of the school privileges provided.

#### TABLE VII.

In the City of Halifax, the estimated value of the school property *owned* by the public school authorities is given in a note elsewhere as \$184,000: while the *rented* school property is put down at \$96,000.

Adding in the former figure, we find the estimated value of property owned by school boards throughout the province to be \$1,216,890.42. Adding in the rented property also, we have in Halifax, school property worth \$280,000; and in the province, \$1,312,890.42.

#### TABLE VIII.

The chief use of this table is not for its summary in this Report; but for the purpose of allowing the Inspectors and other visitors of the schools to know the extent to which the teacher's time is absorbed in the various subjects of the course of study.

The difficulty found by many of the teachers in filling up this time-table illustrates the necessity of it. If the teacher himself cannot give a correct account of the manner in which he spends his school time, what idea can his trustees, his Inspector, or the Education department have of the matter? The manner in which some of these time-tables have been filled in, shows, that if our teachers as a whole are improving, there are some in the ranks who should not be there. Unless we can have some method better than the ordinary written examination for estimating common sense and honesty, it will be necessary to have legislation compelling all teachers to pass the gauntlet of practical work in a Normal School, or to cut down the Provincial Grant one or more grades for evidence of carelessness, dishonesty or incapacity, as shown in the school work before the Inspector, or by the Register or Return.

Some of the returns suggest the suspicion, that the teacher having no confidence in the actual apportionment of his time, entered an ideal apportionment, such as would be thought to commend itself to the educational authorities above. At least such is the most charitable conclusion we can come to, when meeting with an apportionment of time which could not be tolerated under any conceivable conditions, and was certainly never carried out in effect. The plea of stupidity might save some of these cases from coming under the head of perjury, during the first term of its introduction. Inspectors cannot condone hereafter such looseness on the part of any teacher.

I arrange here in order of magnitude the average number of minutes given per week to each subject of the Common School curriculum in all the schools of the Province according to this table. But as a few of these schools are High School departments, and as many "miscellaneous" schools do a little High School work, we shall have this average affected in the direction of the High School studies. Book-keeping, History and Geography, to which more time is given in the High Schools, will therefore be a little larger than an average confined to Common School departments only. While on the other hand, the average time given to subjects not specially taken up in the High Schools will be less in this table than if based on the Common Schools alone. In the first column I give the maximum county average, then the minimum county average, then the average of all the counties (the provincial average), and lastly the percentage of time given to each subject.

Average number of minutes per week taken by teachers in the school-room during the year in the following Common School subjects:

	Max. Co. Average.	Min. Co. Average.	Prov. Average.	Per- centage.
Reading and Elocution.....	418.	86.9	311.9	24.1
Arithmetic .....	340.	28.	264.4	20.4
Spelling and Dictation.....	209.	67.6	151.0	11.7
English Comp., Gram., Lit., &c..	138.6	68.	108.1	8.4
Geography .....	149.	61.3	106.9	8.3
Writing .....	139.5	67.6	100.3	7.8
History .....	115.	47.4	82.6	6.4
Drawing .....	65.	15.7	36.9	2.9
Object Lessons on Nature .....	52.	21.	32.5	2.5
Book-keeping .....	74.1	13.	30.0	2.3
Hygiene and Temperance.....	32.	15.9	22.8	1.7
Moral and Patriotic Duties ....	34.	15.8	21.8	1.6
Vocal Music.....	52.	5.2	15.2	1.2
Calisthenics & Military Drill...	45.	4.	9.3	.7

A glance over the table from which these figures are taken will arouse the suspicion that it is possible there are mistakes which should not be credited to the few blundering teachers referred to. I make these observations in the hope of securing accuracy in every individual return by next year as they have undoubtedly been in the overwhelming majority of cases this first year.

He is not fit to be a teacher who will yet come to the conclusion that the apportionment of time in his school for each of these subjects should be necessarily near that of the Provincial average. Some departments must give time to High School work.

Over 1600 of our schools are not required to do any appreciable work beyond the Common School grades. Some 500 more are required to spend a little time on more advanced work for a few pupils. About 100 more are required to provide for one or more classes of High School grade with some Common School classes. While there are at least over 50 schools or departments doing only High School work.

It must be remembered then, 1st, that the apportionment of time for each subject in these various schools must be very different; 2nd,—that the apportionment of time in even pure Common School must be as a general rule as diverse as the numbers and characters of the pupils attending them;—and 3rd,—even in the same school, and under the same teacher, the apportionment of time, may be required to change from year to year, to produce the best results.

The Education department does not require, does not suggest, that teachers should adopt any other division of time than that which the particular character of their schools demands from them in order to do their best work. The department wishes to know, however, what

time each teacher has found best in his particular school. In other words, the Educational authorities want to know the facts, without which there can be no accurate knowledge of the state of Education.

#### TABLE IX.

A summary of this table has already been given in an earlier portion of this report. It must be remembered that this classification is the work of the teachers. It is approximate. With many teachers there will, no doubt, be a weakness in the direction of estimating their pupils at too high a grade. This tendency will soon be checked or measured in the case of High Schools generally and County Academies in particular, by the record of the Provincial Examination grades of Certificates held by their pupils. It is safe to estimate the *bona fide* pupils of High School grade at about three and a half per cent. Of these about two per cent. will be in Grade IX, about one per cent. in Grade X., and nearly one-half per cent in Grades XI. and XII.

#### TABLES X., XI., XII. & XIII.

As in the High School course of study options are allowed, it is necessary to have a yearly analysis of the number of students taking the various subjects, in order to measure the direction and rate of drift in the sentiment of our times with respect to the higher education.

#### TABLES XIV. & XV.

Some doubt as to whether the Academic grant should be classed as Provincial grant or as coming from the section, prevented the tabulation of these divisions in the case of class A teachers. The average total salaries are given, however. By the reduction of these tables and their comparison with the corresponding tables of last year, the general increase of salaries pointed out at the beginning of this report can be demonstrated.

#### TABLE XIX.

This table gives a full view of that specially subsidized class of High Schools denominated County Academies.

The dimensions of rooms, &c., are required to be given in the metrical system. To avoid decimal fractions the decimeter (a hand-breadth, nearly four inches), is used as the unit of measure. The reasons for using the metrical system in the Academic returns will be apparent later on to those who have not hitherto been paying attention to the subject.

#### TABLE XXI.

As the Provincial High School examination covers the ground of the late teachers' examinations, and as they are conducted on practically parallel lines, a few notes of comparison may be made.

Year.	Total Candidates.	Male Candidates.	Female Candidates.	A.	Received.			Failed.
					B.	C.	D.	
1891...	1334	374	960	5	51	286	356	636
1892...	1431	372	1059	5	66	330	430	600
1893...	1506	505	1001	10	157	289	459	591

The examination proved comparatively more severe in the lower grades than in the higher. This was due chiefly, however, to the former neglect of the prescribed course of study, except so far as it was identical with the old syllabus of the teachers' examination. The remarkable success of a very great number of schools in the lower grades amply demonstrate the fairness of the examination questions. Next year all parts of the province, it is expected, will be more equally able to respond to a similar test.

On the whole, a larger number than usual came up to the examination, a larger number than usual was successful, and a less number than usual failed. That this should be the case at the first examination, after a rather radical change, evidently occurring earlier than expected by many, is very creditable to the teaching staff of the Province.

#### SCHOOL BUILDINGS.

While the increasing amounts voted at the annual meetings of the school sections for building and repairs, indicate general improvement in school premises, I have had the pleasure of seeing several buildings in process of construction during the year, which will, when completed, be superior to the best of the past in architectural design, sanitary conditions, and adaptation to the work to be done. The Amherst Academy and Public School Building is one of these. On a less expensive scale the Wolfville Public School is another. The New Glasgow High School will be another—probably unsurpassed in its adaptation to high school work. We must not, however, forget the pioneer movements, the inauguration of this period of architectural renaissance. Accordingly, we follow up the frontispiece view of the Provincial Normal School of last year, with one of the Halifax County Academy this year. Erected in 1878 as the Halifax Academy, it was and still is, one of the finest looking of our Public School buildings. In succeeding reports it is hoped the more notable of its successors will similarly figure in chronological order. At Bear River, on the border of Annapolis and Digby County, two good school sections re-formed themselves into one powerful section, and signalized the occasion by erecting a modern building, which a few years ago would do credit to our largest towns. Improved buildings, which I have not had the pleasure yet of personally inspecting, are also being erected in other sections of the Province.

#### THE PROVINCIAL NORMAL SCHOOL.

I refer you to the report of the Principal of this institution in Appendix A for fuller details. The attendance during the year was considerably increased over the preceding year. The work of the

faculty was also greatly increased by the effort made to elastically accommodate the institution to the public needs during the strain of transition from the old to the new order. The programme outlined in my last report has been duly entered upon. Professor H. W. Smith has removed the apparatus of the old laboratory to the School of Agriculture, where it is supplemented by a finer equipment for biological and advanced chemical teaching than is to be found in most of our universities. For this work students will therefore attend the laboratories of the School of Agriculture. Professor Lee Russell, B. Sc., of the Worcester Polytechnic, Massachusetts, after the successful inauguration of Manual Training in wood-work in connection with the Halifax Public Schools, was transferred to the Normal School, the City of Halifax henceforward assuming full responsibility for the support of its own Manual Training Department. The Laboratory has been refitted for the teaching of Practical Chemistry and Physics under Mr. Russell, while a neighboring room has been fitted up as a work shop, with twenty-four model benches and tools, also under his charge.

Teachers have therefore ample opportunities to *understand* all sides of human activity; and this understanding will give them, it is hoped, more power over themselves, more power with the young, and a power at the same time stimulating in industrial directions, while not less effective in the direction of language and art.

Our Provincial Normal School has now, as will be seen on reference to its calendar, a large and experienced staff representing all sides of our educational work. The student, having already passed his general scholarship examination before admission, can devote his time wholly to professional studies. In addition to the general and critical review of all the subjects taught in our public schools, method and the history and science of education, provision has been made for doubling the amount of the teaching exercise of candidates under the eyes of the professors. Two class-rooms have been added to the two Model school-rooms for teaching practice. In addition to these, there is also a kindergarten department. With this word, I await the result of our first year's work, which should give some sign of what may be expected in the future.

#### HYGIENE AND TEMPERANCE.

In obedience to the Act of the Legislature, graded text-books in Hygiene and Temperance have been prescribed for the schools:—"Health Readers," Nos. 1 and 2, for the common school, and Martin's "The Human Body and the Effects of Narcotics," for the high school grades. The law is being promptly observed so far as reported to me, as all law should be. If experience should show that the law is not in every respect perfect, then the law should be repealed or amended, but until so repealed or amended, it is the duty of all to have the law strictly enforced. Hitherto, however, not a single complaint has been filed against the action of the law or its administration. Teachers are examined on Hygiene and Temperance when competing for pro-

fessional certificates; and the approximate average time devoted to teaching the subject in every school in the land, must be recorded in the register, and sworn to in the teacher's return.

#### VISITATION OF COUNTY ACADEMIES.

Owing to the work entailed by the changes made in the law, and to the shortness of the school year, County Academies, except those whose right to the Provincial grant might be doubtful, were not officially visited. The usual tabular statement of visitations, therefore, do not appear in my report for the present year.

The classing of these institutions for the purpose of distributing their provincial grants in proper proportions, will be made much more uniform and thorough by the present system of Provincial Examination. The Superintendent will be spared the impossible task of examining individually and accurately, all the students of these institutions. The individual examination will be confined to those having "local grading" only, those having provincial certificates being exempt, except so far as is necessary to indicate the general efficiency of the school, its methods, discipline and character as a whole. In the tabulation of these results, the comparative number of students of provincial and of simple local grading will be reckoned a very important character,—all the more as there is an examination station with free admission in proximity to every County Academy in the province.

And lastly it will be observed that the buildings, grounds, apparatus and general environment which might be tolerated at the commencement of our academic development should not necessarily be tolerated any longer. This will be seen to be only justice, when sections receiving no academic grants provide superior facilities for educational work, while some County Academies draw provincial funds for doing only local work, and even that under conditions neither pleasant nor comfortable to their pupils and teachers, nor creditable to the province.

#### THE HIGHER AND TECHNICAL INSTITUTIONS.

Although it has not been customary in the past, it may be found desirable in future, to have this report cover all the educational work directed by governmental departments or aided by provincial funds, so that the "Education Report" may henceforth give a glimpse of all the educational work being done under the provincial auspices. It would then be more generally known that the public school system, so called, is not all of our provincial educational work. The object lessons on Nature in our Common Schools, and the elements of science and manual training in the High Schools, find an advanced and special development in the Provincial School of Agriculture, the Provincial School of Horticulture, the schools for Miners, and the Halifax Medical College.

Further, it may sometime appear desirable to cap the whole by giving an analysis of the work done by the Colleges and Universities working under provincial charter. It might not be fair to ask institutions not receiving any financial aid to report any financial figures or estimates. But it might be mutually agreeable and valuable to both these institutions and the general public to have an annual statement of the educational work done, in some convenient form showing the number of students, distinguishing between undergraduates, general and special students, indicating the numbers taking the various courses, whether in arts, science, medicine, law, or theology, &c. Thus the "Education Report" might from year to year very conveniently contain for reference a summary of all the more important provincial educational statistics.

It may be asked, why not compile such a summary from the different calendars of these institutions? The answer may be suggested by the thought, that each compiler of these calendars is working on a line of his own, which does not necessarily run parallel in every part with that of the others. An approximate analysis taken nearly entirely from the calendars, or some other supplementary publication, is as follows:

	UNDERGRADUATES.					GENERAL AND SPECIAL STUDENTS.
	1st Year.	2nd Year.	3rd Year.	4th Year.	Total.	
Arts . . . .	22.	25.	21.	25.	93	152
" . . . .	21	23.	30.	34.	108	2
" (?)..	?	?	?	?	18	..
Letters..	1	0	0	1	2	..
Science .	2	1	2	3	8	24
Medicine.	8	5	8	20	41	..
Law . . . .		22	10	13	45	15
Theology	9	6	8	12	35	..
	63	82	79	108	350	193

Two other institutions do not distinguish clearly between students of university and of academic grades.

From these figures we may conclude that approximately, Nova Scotian colleges and universities during the past year, were attended by 350 undergraduates taking a regular three or four years' course, and 200 general or special students. At least half of these 200 were doing full college work; on which assumption 450 students have been doing full work in the colleges and universities of our province—that is one per thousand of our total population. One hundred and fifty more may safely be estimated to have been pursuing their studies at colleges and universities beyond the Province, the great majority at institutions beyond the Atlantic Provinces of Canada.

In round numbers, more than one out of every five of our people attended school during the year as pupils of common school grade,



less than one out of a hundred as pupils of high school grade, one out of a thousand as college students, and one out of three thousand as students abroad.

### THE WORLD'S FAIR EXHIBIT.

The coincidence of the time for preparing this exhibit with the introduction of the numerous changes in our educational system, placed both the Education Department and the schools of the province at a very great disadvantage. In most schools the time for preparing work for the exhibition was the very time in which they were making an effort to adjust themselves to the new order of things. It was not surprising then, that the optional intimations and directions bearing on the Fair and published in the *August Journal of Education*, should be practically unnoticed among the number of imperatives in which the Amended Acts and Regulations abounded.

In December, the following circular (which is quoted to explain the list of exhibits in the Appendix) was issued.

#### CIRCULAR TO INSPECTORS AND TEACHERS OF PUBLIC SCHOOLS AND PRINCIPALS OF ALL EDUCATIONAL INSTITUTIONS IN NOVA SCOTIA.

I am directed to make arrangements by which Educational work of all kinds in Nova Scotia will be as fully represented as possible at the World's Fair which opens next April in Chicago.

In order that the exhibit may be a credit to our province, and perhaps a stimulus or aid to other countries, it is most desirable that all educational institutions, whether under government control or not, should lend a helping hand and show the best they have in every department. The effort, besides being of general utility, will not be without its direct reward. The pressure of new duties arising from recent educational changes, and the shortness of the time at our disposal, make it necessary, if this work is to be successful, that it should have your prompt and hearty co-operation.


The real products of our institutions Nova Scotia cannot any more than other countries exhibit. But as others represent their systems, so we may ours. The general historical and statistical views will be prepared by this department; and our schools, academies and colleges can show something as comparable with their real work as the exhibits from the institutions of other States can with theirs—enough to enable the comparative educationist to compare the development of our country with others.

The public school law, regulations and courses of study, university calendars and their curricula, will be illustrated by photographs of buildings, of rooms and apparatus, by printed examination papers, and by specimens of pupils' or students' work, etc., so arranged as to emphasize in outlines the educational status of the province.

## GENERAL PLAN OF SELECTING SCHOOL WORK FOR THE EXHIBITION.

The teacher may give an exercise to the whole school on each of the subjects mentioned in the lists below (so far as they may be taught in the particular school). Before the 18th of February the teacher should have selected the *three* best of each exercise and have them transmitted to the Inspector of Schools (or, if not a public school, to the principal of the institution, who will rank for such purposes as an Inspector). The Inspectors will from these materials select a certain percentage, to be determined by correspondence, and have it forwarded before the end of February to the Education Department. After further selection, if necessary, and final arrangement, it will be forwarded to Chicago. In order to stimulate a school, the three names carrying off the honors in each particular exercise might be formally announced to the school or published in the local papers. Those selected by the Inspector would in like manner win corresponding honors within the inspectorate, while exercises sent forward by the Education Department would win for their schools provincial distinction.


### NAMING.

 At the bottom of every page exhibit, and on every exhibit, there must be written in a plain and beautiful hand, and in two lines, the following facts:—


- (1st line.) Name, age and grade of the pupil.
- (2nd line.) Names of school and county.

Thus: { JAMES B. SMITH, 11 years, Grade VI.  
Kiltarlity School, Inverness County.

### SIZE OF PAPER.

 Except for special maps, charts, drawings and paintings, &c., which should be larger, all exercises or page exhibits must be on paper about 8½ by 11 inches, ("letter paper size"—not "note paper"). For many, if not most exercises, it would be better unruled. This uniformity of size is required for convenience of mounting on wall surface or on larger cards, or for binding into volumes as may be found most effective.

### PHOTOGRAPHS.

 Photographs should be sent unmounted, with name and place on the back in some corner for identification. At Halifax these will be mounted by a photographer on large cards, 22 x 28 inches, where photographs of parts of the same building or related buildings may be grouped according to the size of the photographs on the card, which will be under glass in frames hinged vertically to special holders.

## SOME SPECIFICATIONS OF WHAT IS DESIRED.

## CLASS I.—KINDERGARTEN WORK.

(The Kindergartens of the Province are already working on the lines laid down for them by the Kindergarten Committee.)

## CLASS II.—COMMON SCHOOL WORK.

1. *Writing*: Copy books of each Grade.
2. *Drawing*: (a) Any design on paper of the regular size (about  $8\frac{1}{2}$  by 11 inches.) In the lower Grades the small, simple designs of primary pupils should be in the centre of the page. For all Grades.  
(b) A mathematical drawing for the higher Grades to test accuracy and neatness. The following exercise is given for all:—"Draw a square decimeter divided into square centimeters."
3. *Maps*: Of size in text books or multiples of the size, on  $8\frac{1}{2}$  x 11 inch (regular) paper, or multiples of the size where convenient.
4. *Accounts*: Page of accounts or of any Commercial Forms. For higher Grades.
5. *Arithmetic*: A problem stated with model solution. For all Grades.
6. *Grammar*: Sentence analysed and parsed in model form and on one (regular) page. For higher Grades.
7. *Composition*: Model letter on one page. For all Grades.
8. *Music*: A School Song in the Tonic Sol-Fa or staff notation. For all Grades.
9. *Nature Lessons*: Illustrated (by a drawing) presentation or explanation of any object, fact or experiment in lessons on Nature, on one page. For higher Grades.
10. *Manual Work*: Sewing, etc. Wood-work, etc., School Apparatus, home-made.
11. *Collections*: Cabinets or collections of specimens illustrating Nature Lessons in Common Schools—or photographs of them.

## CLASS III.—HIGH SCHOOL WORK.

(In each Grade, viz.:—IX., X., XI. and XII, or such Grades as may be in any school.)

1. *Book-keeping*: Set of Books,

2. *Composition*: Model Business letter (one page.)
3. *Stenography*: Phonography, &c., (one page.)
4. *Drawing*: (a) Books or page of Freehand or Object Drawing, Industrial Design, &c.  
(b) Mathematical Drawings.  
(c) Maps or Charts.
5. *Mathematics*: Statement of problem with model solution all on one page, in (a) Trigonometry, (b) Navigation, (c) Geometry, (d) Algebra, (e) Arithmetic, (f) Any other Math. Subject in each Grade.
6. *English*: Page of work, Exercise or Examination paper, on some English subject, in each Grade.
7. *Foreign Languages*: Page of work in Latin, French, Greek and German in each Grade.
8. *Natural Science*: Page of Chart with an illustration presenting or explaining some fact, theory or experiment in (a) Botany, (b) Mineralogy or Geology, (c) Zoology, (d) Physiology, (e) Chemistry, (f) Physics, (g) Any other cognate subject.
9. *Music*: School Song in Tonic Sol-Fa or staff notation.
10. *Manual Training*: Woodwork, &c., Modelling in Clay, &c. Embossed Maps, &c. Apparatus made by students, &c.
11. *Collections*: Cabinets, Models and Specimens for the illustrations of Natural Science subjects as in 8, or photographs of the same.
12. *Typography*: (a) Printed examination papers, (b) Collection of catalogues of courses of study, (c) A collection of papers published by the students, if any.

#### CLASS IV.—SPECIAL PROVINCIAL INSTITUTIONS.

(These are asked to prepare exhibits on lines parallel to those laid down for the High Schools, but with special reference to their own curricula. Exhibits from these institutions will be sent from their Principals direct to the Education Office.)

1. The Provincial Normal School.
2. The Provincial School of Agriculture.
3. The Victoria School of Art and Design.
4. The Institution for Deaf and Dumb.
5. The School for the Blind,


## CLASS V.—INSTITUTIONS NOT UNDER GOVERNMENT CONTROL.


1. The Universities, including (a) Art's, (b) Sciences, (c) Medicine, (d) Theology, (e) Law &c.
2. Ladies' Colleges, Convents and Seminaries.
3. Commercial Colleges.
4. Any other Educational Institution.

The following notes having special reference to *Class V.* may equally apply to the other classes in some cases.

The following exhibits are most essential :

1. Calendars for the past year, or better, for several years, when the set may be bound by the Education Department in a handsome volume for each institution.
2. Photographs or plans of buildings, laboratories, libraries, museums, apparatus, etc.
3. Special, novel or interesting apparatus or collections of any kind.
4. Specimens of work of every kind which can be exhibited, characteristic of the work of the institution. *Theology*: pages of Greek, Hebrew, Syriac, fac-simile of Ancient Codices, etc., etc. *Medicine*: Anatomical preparations, inventions. *School of Agriculture*: Collections of insects, rusts, etc., affecting agriculture. *Mining Schools*: Plans of mines, examination questions, etc., etc. Paintings, modellings, sculpture, music, needlework, etc., etc., from convents and ladies' seminaries. Type-writing, stenography, commercial forms, etc., etc., of commercial colleges. The peculiar books, apparatus and appliances for teaching the Deaf and Dumb and the Blind, with specimens of their work, etc.
5. Volumes of Students' publications, of all kinds.

 Exhibits will be carefully returned, free of expense, after the exhibition is over, to all who request it. The Education Department assumes the expense of transmission, final arrangement and installation of all exhibits sent to the Department.

\*  It is intended to publish a special report of the Nova Scotian Educational Exhibits in pamphlet form, which will at the same time serve as a Catalogue for general distribution, and show the institutions, schools represented, and the successful competitors in each kind of work.

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\* Owing to the unexpected loss of time caused by the transportation service of the World's Fair, and the backward state of the buildings, the Advisory Commissioner for Nova Scotia had to return as soon as the installation of the exhibit was completed, without waiting to compile and publish the proposed catalogue. In his report (Appendix E.) he therefore publishes a compilation of the lists descriptive of the material sent, which will serve the purpose of a record, as well as for the description of the exhibit. This explains the non-appearance of the catalogue in the pamphlet descriptive of the educational system and institutions of the province distributed at the Exposition.

Although the 18th of February is fixed as the limit of time, it is desirable that as much material as possible should be sent in earlier—say, during the month of January. Most of the work required can be prepared at short notice and in a few days, and should not be delayed. And it is hoped that a generous devotion to our educational interests will be shown by all educational institutions in preparing and forwarding the more valuable although not so easily obtainable exhibits.

I am, Your obedient servant,

A. H. MACKAY,

EDUCATION OFFICE,

*Superintendent of Education.*

Halifax, N. S., Dec. 12th. 1892.

Many sections of the country responded promptly and creditably to this appeal. To the energy of Inspectors as well as to the character of of the teachers, this result was no doubt due. From the well selected material sent to this department, it was not found necessary to make another selection, as on account of the reserve of very many sections of the province, the volume of material was not excessive. This allowed the sending on to Chicago, of *all* the material transmitted to Halifax. According to the general instructions issued under the authority of the Director of the Fair, the excess of material after the exhibition space was filled, was kept in drawers to replace every month or two exhibits becoming dusty and air-stained on the walls.

Your government was fortunate in securing as advisory commissioner, Alexander McKay, Esq., the Supervisor of the Public Schools in Halifax, to instal the Educational and Mineral exhibit at Chicago. After very considerable anxiety, trouble, and loss of valuable time, owing first to the railway blockade, and secondly to the unfinished state of the buildings when he arrived, the exhibit was finally installed in the most effective manner. Such has been the unanimous opinion expressed by the ablest judges, and such would I expect from a man who has had the most successful experience in the development of much of the best educational work in this province, and who has had also probably more extensive experience than any other in educational exhibitions. From the semi-official reports coming to this office, he has undoubtedly made the best disposition of the material sent, for the credit and honor of the province.

For further details I refer you to Appendix E, where the full report of the Advisory Commissioner appears.

From Sydney to Yarmouth, the schools which took part in the competition have been, so far as reported by their teachers, beneficially stimulated. Some have spoken very enthusiastically of the unexpected benefit resulting from their efforts. On the other hand, the province has done its duty in taking its place among greater provinces and states; and in doing its duty, I am glad to say, it has lost no prestige.

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In conclusion, I refer you to the appendices among which will be found reports from Inspectors, &c., and from the institutions closely related to the public free school system of the province.

The more imperative duties of the Education Department during the year has entirely prohibited the mature consideration of several matters which might otherwise have been already determined. In the coming year there will be much to deliberate upon; but time is always bringing in new facts and experiences to contribute to the ensuring of right action.

I have the honor to be,

Your obedient servant,

A. H. MacKAY.

*Superintendent of Education.*





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PART II.

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STATISTICAL TABLES.

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PUBLIC SCHOOLS, COUNTY ACADEMIES, &c.

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TABLE I.—SCHOOL SECTIONS, &c. (GENERAL.)  
*New Scotland, Year (Nine Months) Ended July, 1893.*

COUNTIES.	Total No. of School Sections.	No. of Sections with- out School any part of the year.	Total No. of Schools in Session during any part of year.	No. of Schools in Ses- sion 30 days or under.	Over 30 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and under full term.	Full year or 186 days.	Average No. of days all schools were in Session.	No. of Teachers.	No. of Licensed As- sistants.	No. of Teachers hold- ing Normal School Diploma.	No. of pupils regis- tered at School dur- ing year.	Proportion of Popu- lation (census of 1881) at School dur- ing year.	No. School Libraries.	No. School Scientific (Collections.
Annapolis . . . . .	106	14	110	1	5	7	56	41	155.2	110	0	25	4277	1 in 4.5	4	4
Antigonish . . . . .	81	6	89	1	2	11	49	26	155.2	96	1	2	3532	1 " 4.5	4	4
Cape Breton . . . . .	131	19	161	2	1	21	53	84	157.2	181	.....	17	6848	1 " 5.	3	2
Colchester . . . . .	122	6	146	2	2	14	77	51	129.2	160	.....	63	5875	1 " 4.6	2	6
Cumberland . . . . .	157	18	181	3	7	21	112	38	153.	186	2	75	8131	1 " 4.2	1	3
Digby . . . . .	81	10	97	1	1	7	45	43	153.	97	1	17	4501	1 " 4.4	.....	2
Guysboro. . . . .	88	14	85	1	1	24	26	33	149.9	90	.....	2	3589	1 " 4.8	.....	2
Halifax Co. . . . .	131	15	142	5	10	15	65	47	132.	144	1	23	6003	1 " 5.3	2	2
Halifax City . . . . .	1	.....	129	.....	2	2	.....	125	164.6	126	.....	31	7133	1 " 5.4	19	50
Hants . . . . .	104	7	122	3	3	10	54	52	156.8	131	.....	45	4948	1 " 4.3	14	12
Inverness . . . . .	175	22	153	5	7	22	73	46	147.	157	11	7	5439	1 " 4.7	21	2
Kings . . . . .	104	3	122	3	2	10	60	47	157.5	134	3	23	5159	1 " 4.3	13	4
Lunenburg . . . . .	143	3	171	.....	6	11	72	82	167.5	174	1	23	7312	1 " 4.2	1	1
Pictou . . . . .	128	5	167	1	5	5	.....	166	160.	174	1	20	6971	1 " 5.	2	3
Queens . . . . .	46	6	54	.....	2	4	21	27	159.	96	.....	5	1999	1 " 5.3	.....	.....
Richmond . . . . .	70	9	70	4	3	13	19	31	147.2	70	1	5	2730	1 " 5.2	.....	.....
Shelburne . . . . .	67	8	77	1	.....	5	46	25	160.	77	.....	3	3374	1 " 4.4	1	2
Victoria . . . . .	94	23	68	3	4	9	30	23	146.	63	.....	4	2221	1 " 5.5	.....	.....
Yarmouth . . . . .	74	5	108	1	4	8	35	40	150.	103	1	13	4857	1 " 4.6	4	3
Total, 1893. ....	1904	196	2252	37	67	219	913	1016	152.7	2319	24	408	94899	1 " 4.7	89	96

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS.)  
*Nova Scotia, Year (Nine Months) Ended July, 1893.*

COUNTIES.	MALE.						FEMALE.						TOTAL.		Total.		
	Academic. A (cl. & sc.)	Academic.—A (cl.)	Academic.—A (sc.)	First-Class.—B.	Second-Class.—C.	Third-Class.—D.	Third (Prov.)—D.	Academic. A (cl. & sc.)	Academic.—A (cl.)	Academic.—A (sc.)	First-Class.—B.	Second-Class.—C.	Third-Class.—D.	Third (Prov.)—D.		Males.	Females.
Annapolis .....	....	4	....	14	12	2	....	....	....	....	10	23	30	....	30	80	110
Antigonish .....	....	4	....	5	21	14	....	....	....	....	2	40	27	....	44	52	96
Cape Breton .....	....	4	....	20	26	23	....	....	....	....	7	42	39	....	73	88	161
Colchester .....	....	3	....	7	9	1	....	....	....	....	18	72	61	....	19	141	160
Cumberland .....	....	3	....	8	9	2	....	....	....	....	10	93	61	....	22	164	186
Digby .....	....	1	....	10	4	6	....	....	....	....	6	25	45	....	21	76	97
Guyaboro .....	....	1	....	4	5	4	....	....	....	....	4	32	40	....	14	76	90
Halifax Co. ....	....	1	....	3	7	2	....	....	....	....	7	76	48	....	13	131	144
" City .....	....	4	....	10	1	....	....	1	....	....	35	71	4	....	16	111	126
Hants .....	....	1	....	10	7	3	....	....	....	....	17	69	24	....	21	110	131
Inverness .....	....	3	....	16	33	44	....	....	....	....	1	20	40	....	96	61	157
Kings .....	....	2	....	14	14	2	....	....	....	....	16	57	29	....	32	102	134
Lunenburg .....	....	2	....	6	5	3	....	....	....	....	4	68	86	....	16	158	174
Pictou .....	....	6	....	13	14	8	....	1	....	....	11	83	88	....	41	133	174
Queens .....	....	2	....	3	4	....	....	....	....	....	3	28	16	....	9	47	56
Richmond .....	....	....	....	9	22	12	....	....	....	....	....	12	16	....	43	27	70
Shelburne .....	....	2	....	4	5	3	....	....	....	....	6	36	21	....	14	63	77
Victoria .....	....	2	....	1	13	17	....	....	....	....	1	12	22	....	33	35	68
Yarmouth .....	....	3	....	12	5	6	....	1	....	....	11	39	31	....	26	82	108
Total, 1893 .....	45	....	....	169	216	152	....	3	....	....	199	898	667	....	532	1737	2319

**TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS).—Continued.**  
Nova Scotia, Year ( Nine Months ) Ended July, 1893.

COUNTIES.	LICENSED ASSISTANTS.		TOTAL PERIOD OF SERVICE.												
	Males.	Females.	New Teachers.	Old Teachers, but new to Section.	Teachers continued in same section as previous year.	No. whose total service as teacher was one year or under.	Over one and up to two years.	Over two and up to three years.	Over three and up to four years.	Over four and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty years.
Annapolis .....	.....	.....	20	43	42	22	14	10	13	11	9	7	9	8	7
Antigonish .....	1	.....	10	32	54	10	21	18	14	4	7	9	5	2	6
Cape Breton .....	.....	.....	18	49	94	21	19	14	16	17	16	11	22	13	12
Colchester .....	.....	2	16	82	62	34	17	15	25	25	23	15	5	2	3
Cumberland .....	.....	.....	24	84	68	39	21	44	19	15	10	7	6	8	8
Digby .....	.....	1	16	31	50	17	12	13	11	9	8	9	12	3	3
Guysboro. ....	.....	.....	7	34	49	14	14	14	11	9	11	8	4	3	5
Halifax Co. ....	.....	1	10	58	76	10	15	19	29	14	16	16	14	2	3
" City .....	.....	.....	4	6	116	4	10	3	11	10	21	15	25	4	5
Hants .....	.....	.....	18	53	55	17	14	18	18	16	22	16	6	3	4
Inverness .....	4	7	9	89	59	9	18	18	19	16	26	19	16	6	8
Kings .....	1	2	25	62	47	80	19	16	8	7	20	11	13	7	3
Lunenburg .....	.....	.....	29	54	91	34	25	23	16	16	26	16	13	3	2
Pictou .....	.....	1	30	68	76	33	40	18	15	12	20	12	13	5	6
Queens .....	.....	.....	10	17	29	11	10	12	7	2	4	5	2	1	2
Richmond .....	.....	.....	7	25	38	7	6	11	11	3	7	12	6	2	5
Sheburne .....	.....	1	11	36	30	4	14	17	9	5	13	6	4	1	4
Victoria .....	.....	.....	3	37	28	3	10	8	14	6	11	8	5	.....	3
Yarmouth .....	.....	1	11	40	57	6	13	10	10	14	14	16	18	3	5
Total, 1893 .....	6	18	268	910	1121	825	312	301	276	211	295	220	199	85	95

**TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF FIRST AND SECOND CLASSES.)**  
*Nova Scotia, Year (Nine Months) Ended July, 1893.*

COUNTIES.	CLASSES A & B.—MALES.						CLASSES A & B.—FEMALES.								
	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty years.
Annapolis .....	.....	2	4	1	1	.....	.....	.....	3	2	.....	2	.....	1	1
Antigonish .....	.....	6	1	.....	2	.....	.....	.....	1	1	.....	.....	.....	.....	.....
Cape Breton .....	.....	2	5	1	.....	.....	.....	.....	3	5	2	4	2	1	.....
Colchester .....	2	.....	2	1	2	.....	.....	.....	.....	3	1	1	1	1	.....
Cumberland .....	1	1	2	4	.....	.....	.....	.....	.....	1	1	1	2	.....	1
Digby .....	1	5	1	.....	.....	.....	.....	.....	.....	1	1	.....	.....	.....	.....
Guysboro .....	.....	.....	1	2	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
Halifax Co. ....	1	1	.....	.....	.....	.....	.....	.....	2	1	.....	.....	1	.....	.....
" City .....	.....	1	3	2	1	3	.....	.....	1	5	5	2	9	2	4
Hants .....	.....	1	1	3	3	.....	.....	.....	.....	7	2	.....	1	.....	.....
Inverness .....	.....	1	4	3	1	5	.....	.....	.....	7	1	2	1	.....	.....
Kings .....	3	1	1	1	1	3	.....	.....	3	2	1	1	4	.....	.....
Lunenburg .....	.....	2	2	.....	2	2	.....	.....	.....	1	2	.....	.....	.....	.....
Pictou .....	.....	6	3	2	.....	2	.....	.....	.....	2	2	1	1	.....	.....
Queens .....	1	1	.....	1	1	2	.....	.....	.....	1	.....	.....	1	.....	.....
Richmond .....	.....	1	1	1	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richmond .....	.....	2	1	1	.....	1	.....	.....	.....	4	1	.....	.....	.....	.....
Shelburne .....	.....	.....	1	1	.....	1	.....	.....	.....	1	1	.....	.....	.....	.....
Victoria .....	.....	.....	1	1	.....	3	.....	.....	.....	8	1	.....	2	.....	.....
Yarmouth .....	1	2	3	1	2	.....	.....	.....	1	1	1	3	.....	.....	1
Total .....	10	33	36	24	16	36	26	84	11	36	44	23	24	4	7

TABLE III.—TEACHERS EMPLOYED, (ANALYSIS OF FIRST AND SECOND CLASSES).—(Continued).  
Nova Scotia, Year (Nine Months) Ended July, 1893.

COUNTIES.	CLASS C.—MALES.							CLASS C.—FEMALES.						
	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.
Annapolis.....	5	2	1	1	1	.....	.....	8	10	8	3	4	5	1
Antigonish.....	.....	8	4	1	2	.....	.....	1	9	4	4	.....	3	.....
Cape Breton.....	.....	5	6	3	1	.....	.....	4	8	8	5	7	8	.....
Colchester.....	1	1	5	.....	1	.....	.....	10	13	20	13	10	3	1
Cumberland.....	1	3	1	1	1	.....	.....	14	35	16	14	8	7	1
Digby.....	1	.....	3	.....	.....	.....	.....	2	5	7	4	2	1	.....
Guyssboro.....	.....	3	.....	1	.....	.....	.....	4	11	6	5	3	1	.....
Halifax Co.....	1	1	1	.....	.....	.....	.....	6	14	18	15	8	8	.....
Halifax City.....	1	.....	.....	.....	.....	.....	.....	2	5	11	13	9	13	.....
Hants.....	3	4	.....	.....	.....	.....	.....	4	17	18	14	8	4	.....
Inverness.....	1	8	5	4	4	.....	.....	1	4	3	4	6	2	.....
Kings.....	5	3	.....	2	2	.....	.....	8	16	14	13	7	4	.....
Lunenburg.....	1	3	1	.....	.....	.....	.....	10	16	14	11	8	5	.....
Pictou.....	2	7	2	1	1	.....	.....	13	23	17	14	7	6	.....
Queens.....	1	2	.....	.....	.....	.....	.....	6	12	5	2	4	1	.....
Richmond.....	1	7	5	3	3	.....	.....	1	3	1	.....	4	1	.....
Shelburne.....	1	1	1	1	.....	.....	.....	2	13	7	5	3	3	.....
Victoria.....	.....	1	5	1	1	.....	.....	1	1	2	3	3	1	.....
Yarmouth.....	.....	4	.....	1	.....	.....	.....	2	7	7	5	6	7	.....
Total, 1893.....	25	63	39	20	17	20	16	99	222	176	147	100	83	33

TABLE IV.—ATTENDANCE, (QUARTERS).  
Nova Scotia, Year (Nine Months) Ended July, 1893.

COUNTIES.	SECOND QUARTER.				THIRD QUARTER.				FOURTH QUARTER.			
	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent. of those attended during quarter average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent. attended during quarter average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent. attended during quarter average.
Annapolis .....	3613	3613	2355.	65.2	3846	3528	2205.2	62.5	4241	3477	2253.9	64.8
Antigonish .....	2684	2684	1553.1	57.8	3002	2765	1686.3	60.9	3483	2752	1617.6	59.2
Cape Breton .....	5521	5521	3306.	59.8	6059	5499	4881.	79.6	6823	5642	3272.9	58.
Colchester .....	4898	4398	3212.3	65.3	5232	4701	3024.1	64.2	5792	4926	3004.4	60.2
Cumberland .....	6451	6451	3864.7	61.4	7027	6248	3871.8	61.9	8181	6891	4036.5	61.2
Digby .....	3660	3660	2323.5	63.5	4059	3757	2257.8	60.1	4496	3754	2417.6	64.4
Guysboro' .....	2700	2700	1657.7	61.4	3101	2873	1710.3	59.5	3357	2685	1568.2	58.4
Halifax County .....	5031	5001	3377.	67.1	5434	4946	3254.	65.7	6008	5164	3660.	70.8
" City .....	6335	6335	4574.1	71.	6448	6117	4195.6	68.	6880	6409	4682.4	73.
Hants .....	4033	4033	2557.	63.4	4337	3879	2478.6	64.9	4918	4147	2683.7	64.7
Inverness .....	4275	4275	2282.	53.	4807	4467	2558.	57.	5412	4796	2482.	51.7
Kings .....	4250	4250	2709.4	63.7	4444	3949	2463.3	62.4	5018	3799	2362.6	62.2
Lauenburg .....	6205	6205	3932.4	64.2	6734	6239	3812.8	61.1	7153	5653	3450.8	61.
Pictou .....	5983	5983	3869.4	64.8	6271	5884	3839.5	63.8	6814	5888	3839.6	64.9
Queens .....	1727	1727	1166.9	67.5	1834	1657	1075.8	64.9	1940	1673	1053.2	66.6
Richmond .....	2179	2179	1376.4	63.1	2239	2042	1284.8	62.9	2625	2321	1326.9	55.2
Shelburne .....	2892	2892	1885.	65.1	3034	2846	1727.	60.6	3374	2899	1805.	66.8
Victoria .....	1624	1624	986.	57.6	1834	1647	1064.	64.	2118	1734	1007.	58.
Yarmouth .....	4060	4060	2799.	68.9	4446	4084	2613.	63.9	4720	3888	2567.	66.1
Total .....	78121	78121	49867.2	63.8	84238	76928	49292.9	64.	93248	77778	48991.4	62.9



**TABLE V.—ATTENDANCE, (SEMI-ANNUAL AND ANNUAL.)**  
*Nova Scotia, Year (Nine Months) Ended July, 1893.*

COUNTIES.	HALF YEAR.				ANNUAL ATTENDANCE OF PUPILS.									
	Days taught first half year.	Days taught second half year.	Total days' attend- ance first half year.	Total days' attend- ance second half year.	Under 5 years of age.	Between 5 and 15 years.	Over 15 years.	Total annual enrol- ment.	Boys.	Girls.	Total days' attend- ance for year.	Days taught during year.	Daily present on an average during year.	Average of quarter of attendance.
Annapolis .....	5872.5	11206.	129339.	237308.	75	3726	476	4277	2229	2048	366645	17078.5	2306.4	64.2
Antigonish .....	4881.	3975.	83592.	174763.	20	3109	403	3532	1937	1595	258355	13756.	1535.6	59.1
Cape Breton .....	8547.	16734.	185054.	348832.	79	6280	489	6848	3685	3163	533886	25281.	3461.7	65.8
Colchester .....	7827.5	14952.5	182372.	310421.	53	5329	493	5875	3048	2827	502044	22771.	3142.3	68.2
Cumberland .....	9250.	18455.5	221634.5	414128.5	91	7405	635	8131	4195	3936	635763	27706.	4022.8	61.4
Digby .....	5170.	10242.5	128270.	247867.	77	4035	389	4501	2328	2173	376137	15412.5	2343.6	62.5
Gaspere .....	4073.	3387.	83552.	169181.	34	3238	262	3589	1947	1842	263644	12785.	1736.	59.6
Halifax County .....	7080.	14080.	195736.	249508.	125	5646	232	6003	3059	2944	445244	21160.	3707.	67.9
Halifax City .....	7881.	12757.	275907.	459920.	81	6754	298	7133	3572	3561	738270	20638.	4573.7	70.6
Hants .....	6464.	12668.	145204.	267615.	47	4432	419	4948	2567	2381	412810	19182.	2630.2	64.3
Inverness .....	7564.	14927.	129779.	267557.	34	4345	560	5439	3011	2428	397336	22491.	2556.	53.9
Kings .....	6672.5	12485.5	152663.	255398.	48	4366	745	5159	2759	2400	403061	19158.	2555.9	62.8
Lunenburg .....	9329.5	17587.	223645.	385734.	137	6646	479	7312	3783	3529	609379	26916.5	3798.5	62.1
Pictou .....	9352.	17296.5	217538.	387948.	42	6385	594	6971	3725	3246	617175	26712.5	3799.2	64.5
Queens .....	2929.	6550.5	66584.	113168.	29	1775	195	1999	1000	999	173751	8379.5	1064.9	66.4
Richmond .....	3493.	6813.	66379.	134002.	29	2548	153	2780	1504	1226	200462	10806.	1357.7	60.4
Shelburne .....	4210.5	8080.5	99825.	191492.	55	3077	242	3374	1783	1591	291417	12292.	1807.	64.2
Victoria .....	3414.	6764.	57623.	95012.	25	1998	198	2321	1141	1080	163331	9960.	1017.	59.9
Yarmouth .....	5344.	10991.	154714.	270733.	90	4341	426	4357	2502	2355	425447	16035.	2717	66.3
Total 1893 .....	11982.5	228051.5	2800799.5	4990577.5	1221	85990	7688	94899	49775	45124	7824166	349020.5	50103.5	63.5

TABLE VI.—STATISTICS, (VARIOUS).  
Nova Scotia, Year (Nine Months) Ended July, 1893.

COUNTIES.	NO. OF PUPILS ON REGISTER WHOSE ATTENDANCE DURING THE YEAR WAS:					NO. OF PUPILS ON REGISTER.		SECTION.					VISITATION AND PRIZES.						
	30 days or less.	Over 20 and up to 50 days.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 days.	Belonging to this School Section.	From beyond limits of Section.	No. of children in the Section from 5 to 15 years of age.	No. of those who did not attend school at all during the year.	No. under 21 years of age in section, who are deaf and dumb or blind and who have not been in attendance at the schools provided for them in Halifax.	Deaf	Blind	No. of visits by Trustees and Secretary.	No. of visits by Inspector and other school officials.	No. of visits by other visitors.	No. of Parents and Visitors at Public Examination.	No. of prizes awarded.	Value of Prizes awarded.	
Annapolis .....	358	866	1275	1399	379	4106	171	4009	272	2	2	.....	273	167	1331	604	47	\$ 27.00	
Antigonish .....	492	837	1101	931	171	3218	314	3180	234	3	3	.....	461	113	932	398	114	25.50	
Cape Breton.....	954	1424	2178	2123	169	6523	325	6754	672	9	9	.....	886	246	1696	2019	142	142.50	
Co.chester.....	614	1197	1667	1859	538	5581	294	4671	288	.....	.....	3	396	153	1399	1040	147	54.35	
Cumberland .....	1030	1898	2291	2342	575	7805	326	7761	533	2	2	.....	548	214	1948	1088	62	34.85	
Digby .....	408	908	1389	1450	346	4370	131	4569	494	3	3	.....	296	118	1044	466	49	21.62	
Guyaboro .....	588	826	1020	971	184	3448	141	3550	386	2	1	.....	350	77	1328	572	62	21.25	
Halifax Co.....	547	1271	1419	2160	606	5943	60	6546	900	5	1	.....	409	299	1992	1850	227	71.45	
" City.....	377	891	1512	3250	1108	7011	122	.....	.....	.....	.....	.....	272	493	773	1111	44	14.60	
Hants .....	548	1082	1366	1473	529	4763	185	4861	367	2	.....	.....	278	125	1344	1227	102	49.65	
Inverness .....	843	1420	1581	1327	268	5003	436	4661	388	3	.....	.....	951	58	2388	.....	24	11.45	
Kings .....	612	1129	1507	1567	354	4875	284	4565	384	4	.....	.....	298	146	1450	1546	40	21.25	
Lanenburg .....	855	1624	1974	2224	635	7152	160	7399	672	17	1	.....	571	173	2385	1610	145	70.35	
Pictou .....	640	1274	1969	2568	530	6613	358	7059	803	.....	.....	3	523	175	1720	949	279	98.40	
Queens .....	195	365	538	643	268	1912	87	1965	208	1	1	.....	145	58	553	655	28	10.55	
Richmond .....	479	640	732	698	181	2568	162	2918	402	10	.....	.....	431	96	990	193	42	15.45	
Shelburne .....	301	663	960	1169	281	3314	60	3329	254	2	.....	.....	248	180	991	807	88	44.76	
Victoria .....	386	500	580	642	181	2019	202	2202	204	1	.....	.....	430	12	1145	150	35	16.35	
Yarmouth .....	352	915	1494	1718	388	4735	122	4979	708	4	.....	.....	272	127	1804	1027	88	45.20	
Total, 1893.....	10531	19665	26553	30494	7656	90959	8940	84978	8166	70	10	10	8011	2663	26963	17812	1760	\$791.53	

TABLE VII.—SECTION STATISTICS, (FINANCIAL).  
Nova Scotia, Year (Nine Months) Ended July, 1893.

COUNTIES.	SECTION STATISTICS									
	Value of all School property, (ground, buildings, fixtures, &c.) belonging to the Section.	Valuation of "property in Section according to last Assessment Roll.	Total amount voted at last annual meeting for all School purposes.	Portion voted for building and repairs.	Total amount of Teachers' salaries paid during the year by Section, not including the Provincial Grant to Teachers.	No. of Volumes in Library (if any), belonging to School.	No. of Wall Maps, Globes and Charts.	Estimated value of all Scientific Apparatus and Collections.	Estimated value of total Literary and Scientific Equipment.	
Annapolis.....	\$57,045 00	\$4,403,246 00	\$13,417 00	\$2,372 50	\$11,833 34	130	326	\$188 00	\$1,037 25	
Antigonish.....	19,925 00	1,810,909 00	5,196 65	526 80	5,790 26	.....	162	114 25	528 15	
Cape Breton.....	56,321 00	2,925,965 00	21,755 50	8,152 00	18,494 50	286	283	391 00	1,501 05	
Colchester.....	53,843 00	2,630,959 00	18,896 00	2,964 49	19,598 34	113	426	440 50	1,922 50	
Cumberland.....	120,031 00	5,717,292 00	29,921 50	10,703 30	22,236 64	47	644	203 00	2,068 85	
Digby.....	35,614 00	2,214,589 00	11,358 70	2,433 00	11,441 35	112	247	205 50	871 00	
Guyaboro.....	37,230 00	939,923 00	15,308 00	6,586 00	7,023 01	186	201	69 40	667 50	
Halifax Co.....	87,405 00	3,174,976 00	18,274 00	2,815 00	15,477 00	37	694	227 00	1,508 00	
" City.....	.....	20,470,985 00	101,600 00	7,000 00	38,634 36	1327	506	1320 00	3,114 00	
Hants.....	67,527 42	4,584,718 00	17,103 50	2,940 00	13,028 82	70	493	146 00	1,455 11	
Inverness.....	37,177 00	1,155,448 00	11,956 00	1,817 50	9,165 00	21	281	252 50	1,032 10	
Kings.....	74,675 00	5,049,987 00	22,716 50	9,242 00	14,427 46	159	504	205 00	1,798 00	
Lunenburg.....	74,357 00	4,326,817 00	19,694 50	2,303 50	25,411 50	161	464	258 00	1,906 75	
Pictou.....	109,687 00	4,419,712 00	50,072 00	27,009 00	23,148 25	1196	618	1750 00	4,959 00	
Queens.....	24,090 00	904,797 00	6,031 00	645 00	5,233 50	3	190	66 00	651 25	
Richmond.....	12,340 00	717,968 00	6,807 00	983 00	5,604 67	120	137	21 50	651 60	
Shelburne.....	46,710 00	1,419,535 00	10,168 00	2,151 00	8,101 00	80	356	133 00	1,107 00	
Victoria.....	7,499 00	471,666 00	7,207 00	1,168 00	6,071 00	.....	96	66 00	237 00	
Yarmouth.....	111,414 00	6,603,906 00	26,066 00	3,875 00	19,240 00	185	480	521 00	1,923 25	
Total, 1893.....	\$1,032,890 42	\$73,848,513 00	\$413,448 85	\$95,687 09	\$279,355 00	4183	7108	\$6 577 65	\$28,728 36	

**TABLE VIII.—TIME TABLE.**  
*Nova Scotia, Year (Nine Months) Ended July, 1893.*

COUNTIES.	AVERAGE NO. OF MINUTES PER WEEK TAKEN BY TEACHER DURING THE YEAR IN GIVING INSTRUCTION IN THE VARIOUS GROUPS OF SUBJECTS SPECIFIED BELOW. ( <i>For all schools in each County.</i> )													
	Calisthenics and Military Drill.	Vocal Music.	Hygiene and Temperance.	Moral and Patriotic Duties.	Object Lessons on Nature.	Spelling and Dictation.	Reading and Elocution.	English Composition, Gram., Lit.	Writing.	Book-keeping.	Geography.	History.	Drawing.	Arithmetic.
Annapolis.....	5.	12.	21.	34.	27.	144.	345.	125.	88.	27.	143.	115.	43.	287.
Antigonish.....	5.	7.	25.	20.	33.	127.	230.	121.	86.	29.	88.	84.	23.	178.
Cape Breton.....	5.3	14.4	16.	21.1	30.6	146.7	372.7	117.0	103.7	17.9	80.7	59.	20.6	308.2
Colchester.....	10.4	21.	26.6	20.5	24.1	166.	311.4	106.6	96.6	31.9	107.6	67.4	33.2	252.7
Cumberland.....	10.	25.	27.	17.	29.	163.	289.	103.	90.	30.	100.	80.	33.	280.
Digby.....	9.	14.	23.	30.	34.	165.	418.	85.	100.	21.	114.	73.	48.	316.
Guysboro.....	4.	9.	18.	16.	35.	145.	342.	98.	112.	24.	95.	78.	32.	28.
Halifax County.....	7.	9.	22.	23.	21.	196.	310.	98.	116.	13.	98.	96.	24.	340.
Halifax City.....	45.	52.	27.	33.	52.	112.	250.	100.	121.	35.	86.	86.	65.	310.
Hants.....	11.4	17.9	20.6	20.2	31.6	155.8	335.4	138.6	91.2	36.8	135.1	102.3	53.	282.6
Inverness.....	5.	5.2	15.9	17.5	26.	94.6	272.2	112.1	139.5	74.1	79.7	74.8	15.7	287.3
Kings.....	6.6	10.2	16.2	15.8	30.6	144.9	278.7	123.4	88.1	37.4	131.9	99.5	40.9	263.4
Lunenburg.....	8.	27.	32.	18.	37.	209.	394.	99.	109.	24.	122.	80.	42.	318.
Pictou.....	7.3	12.6	21.1	21.8	27.7	169.5	377.9	117.2	101.8	31.3	113.8	85.6	33.2	282.7
Queens.....	7.	9.	32.	22.	38.	192.	300.	105.	102.	37.	149.	102.	43.	312.
Richmond.....	4.	10.3	21.6	18.3	41.2	128.5	366.8	120.3	110.5	29.5	85.6	70.5	22.7	305.7
Shelburne.....	4.	7.	25.	23.	35.	183.	319.	115.	96.	23.	135.	100.	44.	291.
Victoria.....	15.1	18.2	20.5	24.7	29.4	67.6	86.9	68.	67.6	28.3	61.3	47.4	35.7	87.5
Yarmouth.....	7.	13.	22.	25.	36.	150.	277.	101.	105.	20.	107.	70.	50.	293.
Total, 1893.....	9.3	15.2	22.8	21.8	32.5	151.	311.9	103.1	100.3	30.	106.9	82.6	36.9	264.4

**TABLE VIII.—TIME TABLE—(Continued).**  
*Nova Scotia, Year (Nine Months) Ended July, 1893.*

COUNTIES.	AVERAGE NO. OF MINUTES PER WEEK TAKEN BY TEACHER DURING THE YEAR IN GIVING INSTRUCTION IN THE VARIOUS GROUPS OF SUBJECTS SPECIFIED BELOW.													
	Practical maths.	Algebra.	No. of schools.	Geometry.	No. of schools.	Botany, Zoology, etc.	No. of schools.	Physiology.	No. of schools.	Physics.	No. of schools.	Chemistry.	No. of schools.	Latin.
	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.	No. of schools.
Annapolis .....	16.	129.	...	76.	...	30.	...	10.	...	20.	...	26.	...	15.
Antigonish .....	121.	6138.	40104.	7078.	4636.3	2964.	11152.	2101.	6211.	42.7	1146.8	1129.7	2500.	2950.
Cape Breton .....	45.8	6113.1	7078.	7078.	7226.2	4234.5	7226.2	4234.5	1975.7	42.7	1146.8	1129.7	5150.	1120.
Colchester .....	88.1	1056.7	8053.4	60.	6032.	8128.	8128.	5921.	2241.	42.7	1146.8	1129.7	677.3	9181.8
Cumberland .....	38.	1434.	...	65.	...	25.	...	9.	...	19.	...	20.	...	1461.
Digby .....	18.	...	...	85.	...	25.	...	9.	...	19.	...	20.	...	8.
Guyaboro .....	...	32.	894.	3662.	2437.	2152.	749.	838.	366.	2.	...	...	366.	838.
Halifax County .....	29.	228.	...	26.	...	9.	...	8.	...	2.	...	...	...	...
" City .....	123.	486.	17124.	1041.	2734.	850.	994.	7330.	8144.	71.	230.	120.	16145.	483.
Hants .....	59.1	1679.8	6772.8	5842.7	5737.9	1737.3	2063.9	1794.8	771.	230.	120.	122.5	22.5	2
Inverness .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kings .....	61.5	17112.2	7971.1	7744.4	5148.8	1867.	2068.	1688.312	48.2	3.	52.	4.	...	34.5
Lunenburg .....	54.	1788.	7062.	4247.	3025.	748.	1166.	546.	3.	...	...	...	...	...
Pictou .....	177.7	783.	9371.6	8429.8	5831.9	2237.	1243.8	15129.	11285.	2366.	4.	...	...	30.
Queens .....	75.	2126.	2582.	2437.	2663.	846.	769.	4175.	1150.	1.	...	...	...	...
Richmond .....	80.6	699.7	3517.7	2359.6	1028.	234.6	528.	175.	2.	...	...	...	...	112.5
Shelburne .....	82.	575.	4473.	4030.	3032.	1060.	952.	6115.	170.	1.	...	...	...	...
Victoria .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Yarmouth .....	86.	681.	5074.	3746.	2439.	1659.	1552.	1281.	565.	2222.	24117.	1.	...	...
Total (1893) .....	72.1112	85.3678	70.8634	39.1524	37.7228	42.7173	62.4129	143.675142.	22138.861	69.6	8	57.5	57	57

**TABLE XIV.—AVERAGE SALARY OF MALE TEACHERS.**  
*Nova Scotia, School Year (Nine Months) Ended July, 1893.*

COUNTIES.	CLASS A—(MALE).			CLASS B—(MALE).			CLASS C—(MALE).			CLASS D—(MALE).		
	Provin'l Grant.	From Section.	Total.	Provin'l Grant.	From Section.	Total.	Provin'l Grant.	From Section.	Total.	Provin'l Grant.	From Section.	Total.
Annapolis .....	.....	.....	\$588 75	\$38 19	\$299 89	\$385 08	\$62 39	\$156 67	\$219 06	\$41 59	\$108 90	\$145
Antigonish .....	.....	.....	690 00	83 19	249 25	332 44	62 39	110 06	172 45	41 59	86 61	128
Cape Breton .....	.....	.....	687 19	88 19	248 05	331 24	62 39	109 98	172 37	41 59	75 06	116
Colchester .....	.....	.....	734 24	83 19	362 70	445 89	62 39	128 78	191 12	.....	.....	.....
Cumberland .....	.....	.....	664 99	83 19	340 00	423 19	62 39	107 14	169 53	41 59	177 50	219
Diebvt. ....	.....	.....	562 50	83 19	254 48	337 67	62 39	228 30	290 69	41 59	205 19	246

TABLE XIX.—COUNTY ACADEMIES.

ACADEMY.	Instructors.	Class of License.	Annual Salary (nine mcs.)	Department, or subjects taught, (subjects may be given briefly by Nos. from 60 to 90, as in following table).	Hours per day.
Annapolis .....	W. M. McVicar, A. M .....	A. cl.	\$ 675 00	All subjects.	5½
Antigonish .....	Rev. Daniel A. Chisholm, D. D. ....	P.	375 00	Nos. 76, 87, 88.	2
	Rev. Alex. Chisholm, D. D. ....	A. cl.		" 86, 72.	5
	Rev. Alex. Thompson, D. D. ....	A. cl.	1687 50	" 82, 83, 84, 85.	5
	Rev. Angus Chisholm, D. D. ....	A. cl.		" 70, 71, 72, 74, 75, 76, 78, 80, 81, 88.	5
	C. P. Chisholm .....	A. cl.		} " 74, 75, 76, 77, 91.	4
	Daniel MacNeil .....	B.	225 00		
Cape Breton .....	E. T. McKeen .....	A. cl.	675 00	" 67, 68, 70, 71, 72, 75, 76, 83, 86.	5
	Frank J. Stewart, B. A. ....	A. cl.	525 00	" 74, 77, 78, 79, 80, 81, 82, 84, 85, 87, 88.	5
Colchester .....	W. R. Campbell, B. A. ....	A. cl.	787 50	" 82, 85, 86, 87.	4½
	Jas. Little .....	B.	731 25	" 78, 80, 81, 84.	4½
	Josephine Upham .....	B.	575 00	" 65, 71, 74, 77, 83, 88.	4½
	G. A. Cogswell, B. A. ....	A. cl.	525 00	" 72, 73, 75, 76, 79.	4½
Cumberland .....	E. J. Ivey .....	A. cl.	900 00	" 72, 74, 76, 78, 79, 80, 81, 82, 83, 86, 88.	4½
	A. S. Ford .....	B.	393 75	" 66, 71, 72, 74, 75, 77, 80, 81, 84, 85.	4½
Digby .....	John F. Godfrey .....	A. cl.	562 50	" 71 to 88.	5
Guyshoro .....	F. B. Smith, B. A. ....	A. cl.	502 50	All subjects.	5

TABLE XIX.—COUNTY ACADEMIES, (Continued).

ACADEMY.	WHOLE YEAR (NINE MONTHS).										NO. ON REGISTER WHOSE ATTENDANCE DURING THE YEAR WAS					NO. OF PUPILS ON REGISTER.			
	Between 5 and 15 years.		Over 15 years.		Total annual enrolment.	Boys.	Girls.	Total days' attendance for year.	Days taught during year.	Daily present on an average during year.	Average of quarterly per centages of attendance.	20 days or less.	Over 20 and up to 50 days.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 166 days.	Belonging to this School Section.	From beyond limits of Section, but within the County.	From beyond limits of the County.
	36	37	38	39															
Annapolis .....	13	30	43	18	25	4834.5	161.	29.9	77.	.....	5	10	21	7	.....	31	9	36	
.....	96	124	150	110	40	13640.	187.5	99.2	77.8	7	18	41	84	.....	71	43	17		
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	13	.....	



**TABLE XIX.—COUNTY ACADEMIES, (Continued.)**

ACADEMY.																									
AVERAGE NO. OF MINUTES PER WEEK TAKEN BY TEACHER DURING THE YEAR IN GIVING INSTRUCTION IN THE VARIOUS GROUPS OF SUBJECTS SPECIFIED BELOW.																									
Calisthenics and Military Drill.	Vocal Music.	Hygiene and Temperance.	Moral and Patriotic Duties.	Object Lessons on Nature.	Spelling and Dictation.	Reading and Elocution.	English Composition, Gram., Lit., &c.	Writing.	Book-keeping.	Geography.	History.	Drawing.	Arithmetic.	Practical Mathematics.	Algebra.	Geometry.	Botany, Zoology, Geology, &c.	Physiology Psycho-logy.	Physics.	Chemistry.	Latin.	Greek.	French.	German.	Manual Training.
65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
Annapolis .....	...	40	30	...	30	180	...	60	100	105	80	120	60	150	150	50	60	70	80	270	90	...	...	...	
Antigonish .....	110	40	40	...	75	1170	...	210	180	250	190	540	300	720	720	120	400	360	1630	500	360	...	...	...	
Cape Breton .....	...	25	30	...	30	50	180	...	50	70	140	40	280	90	180	180	40	90	40	450	150	100	...	...	
Colchester .....	45	45	45	...	240	240	420	90	135	300	420	270	440	180	380	460	180	223	180	645	210	270	...	...	
Cumberland .....	40	...	30	100	120	...	60	60	208	60	200	120	100	100	45	60	90	80	...	...	...	...	...		
Digby .....	...	10	...	...	...	40	...	...	10	120	130	15	140	90	180	160	60	90	80	60	40	...	...		
Guy'sboro' .....	15	15	15	...	30	100	140	...	65	150	50	60	65	50	150	150	70	100	60	...	...	...	...		
Halifax .....	10	25	220	...	55	240	610	15	160	290	380	260	540	165	485	480	200	230	350	1345	930	480	1200		
Hants .....	...	30	30	...	...	80	65	...	22	60	90	22	90	90	60	60	12	90	60	90	78	52	20		
Inverness .....	...	15	10	...	30	100	120	30	60	130	60	45	35	45	300	40	40	40	200	30	40	...	...		
Kings .....	...	3	2	...	...	140	600	...	50	120	210	60	75	60	180	300	92	140	180	80	180	60	120		
Lunenburg .....	...	...	...	...	10	60	150	...	20	150	150	40	180	...	150	150	140	...	120	140	100	...	...		
Pictou .....	...	...	...	...	60	180	480	...	120	300	100	360	180	120	570	610	60	140	60	540	300	360	...		
Queens .....	...	5	10	...	15	40	150	...	50	50	90	10	150	125	100	...	...	15	75	75	175	150	...		
Shelburne .....	...	...	...	...	10	40	280	...	100	90	90	...	60	100	60	240	120	55	115	80	75	...	...		
Victoria .....	...	...	...	...	...	220	245	150	25	170	140	90	260	115	170	140	10	60	90	30	...	...			
Yarmouth .....	...	...	...	...	...	...	525	...	180	170	245	180	255	180	360	400	160	90	200	150	180	70	360	...	
Total, 1893 .....	6	11	26	14	6	39	93	815	20	135	109	93	217	113	230	274	98	131	115	357	155	128	29	70	



TABLE XIX.—COUNTY ACADEMIES.—(Continued).

ACADEMY.	No. Holding Prov. Certificate or Teacher's License.				Total No. High School Pupils.				No. H. Sch. Pupils Taking Full Regular Course.				No. Taking Partial Special Course.			
	Grade		Total.		Grade		Total.		Grade		Total.		Grade		Total.	
	IX.	X.	XI.	XII.	IX.	X.	XI.	XII.	IX.	X.	XI.	XII.	IX.	X.	XI.	XII.
Annapolis .....	...	...	10	...	16	14	13	...	16	14	13	...	...	...	...	...
Antigonish .....	...	20	26	6	46	61	28	10	150	44	26	9	2	...	2	6
Cape Breton .....	...	3	7	...	36	26	10	...	72	36	26	8	...	...	2	...
Colchester .....	...	2	2	...	4	102	43	37	132	101	43	35	1	...	2	...
Cumberland .....	1	...	...	...	1	30	26	20	76	30	26	20	...	...	...	...
Digby .....	...	1	3	...	4	12	18	8	38	12	18	8	...	...	...	...
Guysboro .....	...	...	...	...	7	22	7	...	36	7	19	7	...	...	...	...
Halifax .....	...	1	15	8	24	116	47	79	11	253	115	44	...	3	3	1
Hants .....	...	2	...	...	2	11	18	6	35	11	18	6	...	...	...	...
Inverness .....	...	...	...	...	1	14	10	1	25	14	10	1	...	...	...	...
Kings .....	...	...	6	...	6	36	18	20	74	38	18	20	...	...	...	...
Lunenburg .....	...	1	...	...	1	31	12	...	43	29	12	...	...	...	...	...
Pictou .....	...	...	27	3	56	79	55	9	199	56	79	55	2	...	...	1
Queens .....	...	...	3	...	...	24	5	...	...	24	4	...	...	...	1	...
Shelburne .....	...	1	6	...	7	18	18	6	42	18	9	6	...	9	...	...
Victoria .....	...	...	4	...	25	8	4	...	37	24	8	4	...	...	...	...
Yarmouth .....	...	1	2	1	4	24	22	14	60	24	22	12	...	1	...	2
Total, 1893 .....	1	32	89	12	134	580	466	313	35	1394	573	451	303	28	1355	7



TABLE XXI.—PROVINCIAL HIGH SCHOOL EXAMINATION, JULY, 1893.

STATION.	Male Candidates.	Female Candidates.	Total Candidates.	MALE A.				FEMALE A.			MALE B.						FEMALE B.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
				Candidates for		Received	Received	Received	Candidates for	Received	Received	Received	Received	Received	Received	Received	Candidates for																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
				Grade A.	Grade A.	Grade B.	Grade C.	Grade A.	Grade B.	Grade C.	Grade D.	Failed.	Grade B.	Grade B.	Grade B.	Grade C.	Grade D.	Failed.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Amherst.	19	38	57	1			1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					

TABLE XXI—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1893, (Continued).

STATIONS.	MALE C.				FEMALE C.				MALE D.				FEMALE D.				Total received Grade A.	Total received Grade B.	Total received Grade C.	Total received Grade D.	Total received Certificates.	No. applied for.	No. received lower Grade than applied for.
	MALE C.				FEMALE C.				MALE D.				FEMALE D.										
	Candidates for Grade C.	Received Grade C.	Grade D.	Failed.	Candidates for Grade C.	Received Grade C.	Grade D.	Failed.	Candidates for Grade D.	Received Grade D.	Failed.	Candidates for Grade D.	Received Grade D.	Failed.									
Amherst.....	8	4	2	2	16	9	5	4	2	1	1	15	4	11	3	3	16	16	35	18	17		
Annapolis.....	3	3			4	2	1	1				4	1	3	3	3	5	5	17	13	13		
Antigonish.....	6	3			13	3	5	5				16	3	13	3	1	5	15	33	21	12		
Arichat.....	2											5	2	2	2			6	7	6	1		
Baddeck.....	2				2	1			2	2		2	2	9	9			10	15	12	3		
Barrington.....	2	1	1	1	4	6		12	1	1	13	4	6	12	1	1	2	17	4	4	1		
Brickton.....	16	8	4	4	24	6		13	14	1	1	18	6	12	11	5	19	17	47	32	15		
Cheticamp.....	2	1			1				2	1		2	1	1	1		1	2	3	3			
Clare.....									1	1		9	1	9	1		11	1	2	2	1		
Digby.....	8	2	4	2	26	4		1	11	3		11	1	10	6		11	22	39	15	24		
Guyabor.....	6		2		8			13	4		4	12	3	10	9	1	9	9	11	3	8		
H. H. H. ix.....	12	6	3	1	43	17		11	39	35	4	72	39	33	30	2	41	18	95	125	43		
Kentville.....	6	3	6		37	16		14	11	9	9	13	4	37	12	12	27	18	57	37	20		
Liverpool.....	4	2	3		11	7		3	9	2	2	7	4	3	4	10	9	9	23	17	4		
Lockeport.....	6	1			6	1		2	1		5	3		3	2	4	4	6	12	4	8		
Lunenburg.....	2		1	1	14	8		2	2	2	5	34	16	18	4	2	9	23	32	26	6		
Marathon.....					1				6		6	5	1	16	1		1	2	3	2	2		
New Glasgow.....	8		6		30	7		12	14	1	2	17	11	16	10		9	14	33	18	15		
Normal School.....	1	2			35	23		5	1	1	14	11	3	8	8	1	31	17	61	39	23		
Parryville.....					8	3		1	1		1	8	3	1	6		3	3	7	6	1		
Pictou.....	15	2	4	9	34	5		4	15	2	13	21	8	16	1		8	24	43	21	22		
Port Hawkesbury.....	4	3	1		8	3		1	4	3	1	4	1	1	6		8	5	13	4	9		
Port Hood.....	11	2	4	5	5	3		3	11	3	8	14	1	13	1		2	6	13	7	6		
Shelburne.....					3	2						3	1	2	1		4	3	8	4	4		
Sherbrooke.....																							
Sydney.....	12	5	4	3	12	4		3	7	1	7	14	4	10	3		11	13	26	15	11		
Tatamagouche.....	5		4		6	1		3	1	1	4	13	4	9	1		9	10	10	5	6		
Truro.....	17	13	3	1	33	17		4	18	15	3	33	21	11	9		30	40	89	74	15		
Windsor.....	9	4	4	8	19	4		4	13	6	1	13	6	4	2		9	21	36	23	13		
Yarmouth.....	7	2	3	1	25	6		11	13	7	5	20	10	10	18		17	32	67	43	24		
Total, 1893.....	174	62	63	49	432	142	188	142	197	88	109	408	147	261	10	157	289	439	915	568	317	5	

**TABLE XXIII.**

**SUMMARY OF GOVERNMENT GRANTS FOR EDUCATION,  
FOR (NINE MONTHS) ENDED, JULY, 1893.**

Common Schools.....	\$ 125,622 20
Normal School .....	5,750 00
Institution for Deaf and Dumb .....	1,530 00
Halifax School for the Blind .....	1,237 50
Manual Training School .....	750 00
County Academies .....	11,807 15
Inspection .....	9,712 50
Expenses (office) .....	1,449 14
Salaries " .....	2,850 00
Examination .....	1,337 02
School of Agriculture.....	1,125 00
Travelling Expenses Normal School Pupils .....	1,439 80
Government Night Schools.....	1,430 18
	<hr/>
	<b>\$ 166,040 49</b>

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PART III.

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APPENDICES.

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## REPORT OF THE N

A. H. MACKAY, Esq., LL. D.,  
*Superintendent of Education*

SIR,—

During the last session of the Normal School, the number of students in attendance was three. The various counties of the province are as follows:

Colchester	.....
Cumberland	.....
Pictou	.....
Halifax	.....
Hants	.....
Lunenburg	.....
Inverness	.....
Kings	.....
Queens	.....
Annapolis	.....
Yarmouth	.....
Cape Breton	.....
Antigonish	.....
Shelburne	.....
Guysborough	.....
Digby	.....
Richmond	.....
Prince Edward Is	.....
Newfoundland	.....

At the time of enrolment one held class B, fifty-four class C, and thirty

Six were College graduates—two of Xavier, and two of Dalhousie. Seven of these Colleges and Mt. Allison.

On the whole the session may be said to have been successful, and the attendance was larger than it had been

and scholarship of the students were above the average; and the general health was good. Two very promising students were compelled to leave the institution on account of ill health, Mr. John Sturk of Canning, Kings county, and Miss Annie C. Archibald of Watervale, Pictou county, the latter dying a few weeks after her return home. Miss Archibald was a most amiable young woman and greatly endeared herself to both teachers and students.

As the outcome of our work fifty-nine students were graduated in the first rank, fifty-nine in the second rank, and thirty-six in the third rank. Two graduates of a former session were not advanced to higher standing, and seven not completing the course did not receive diplomas.

It had been announced that academic work, in so far as it relates to the preparation of students in the scholarship required for license of the different classes, would be discontinued. Many applicants for admission, not fully understanding the nature of the change, came with the expectation that the work would follow old lines with some of the classes; that is, imparting the scholarship required for higher classes of license as well as giving the more strictly professional training. Among these were several of great promise, young men and women of excellent ability and possessed of those moral qualities which are ever to be ranked among the highest and most essential qualifications of the teacher. To obviate any disappointment and inconvenience which might arise out of an abrupt transition from the old to the new order of things, we thought it advisable to admit these applicants and give them the combined course which they desired. This decision involved the division of the school into five classes:

1. The first class pursuing the professional course for a diploma of the First Rank.

2. The second class taking the combined academic and professional course for High School Certificate of First Grade and diploma of First Rank.

3. The third class pursuing professional course for diploma of Second Rank.

4. The fourth class taking a combined academic and professional course for High School Certificate of Second Grade and diploma of Third Rank.

5. The fifth class taking a combined academic and professional course for High School Certificate of Third Grade and diploma of Third Rank.

It will be readily understood that this wide field taxed pretty heavily the energies of the teaching staff; every one, however, accepted the conditions as matter of supreme duty and wrought with willing mind.

The Governor General's medals were awarded as follows :

1. Silver Medal to Mr. Albert E. Brownrigg.
2. " " Mr. Harry Irwin.
3. Bronze Medal to Miss Florence Crawford.
4. " " Miss Ellen M. Skerry.
5. " " Mr. Patrick A. McGarry.

While the leaders of educational thought and of educational work in all civilized countries are pretty well agreed that the highest measure of success in practical education is conditioned on the special training of teachers, yet occasionally the utility of Normal Schools is challenged and especially the propriety of making this training compulsory. It is said by some that our teachers remain so short a time in the work that the service rendered is not an equivalent for the expenditure of time and means involved in the training process. There is another way of looking at the matter. If those who assume the office of the teacher made teaching a life calling, or a business of several years' duration, they might by and by acquire a good degree of skill in the school of experience and thus in the later years of their service make some compensation for their blundering in the earlier periods. But if our schools are for the most part in the hands of beginners, the impression forces itself pretty strongly on the thoughtful mind that there is all the more need of some special training that these tyros may, during their brief tenure, have the benefit of the thinking and experience of others.

True, indeed, training is not everything. It is not claimed, and it should not be expected, that every trained teacher will prove a success in the school room. There are essential qualities which the Normal School cannot impart. One must have the proper stuff to work on in making teachers as in other things, or the results will be as disappointing as the traditional failure to manufacture the silk purse from unsuitable material. There must be the solid substratum of natural ability, scholarship, moral character and common sense : otherwise professional training amounts to very little.

Nor is skill in teaching the exclusive gift of the Normal School. Some may by a sort of instinct know what to do and how to do it ; others may be capable of discovering the road to success in the school of experience. But I cannot help thinking that the born teachers and those who have the gift of becoming self-made teachers may be able to work with less expenditure of energy and with more economy of time and material after some study of the fundamental principles on which successful teaching depends, and a little guiding by those who have given long years to the work. Success in this department of human effort is governed by law and is dependent on rational principles as well as in most other kinds of business.

I have the honour to be,

Sir, yours with much respect,

JOHN B. CALKIN.

*Normal School, Truro, N. S., Sept. 30th, 1892.*

## STUDENTS OF SESSION, 1892-'93.

## AWARDED FIRST RANK DIPLOMAS.

Allen, Olga F .....	Dartmouth .....	Halifax Co.
Armstrong, Mertie .....	Port Medway .....	Queens.
Atwood, Alice J. ....	Clementsport .....	Annapolis.
Beattie, Frank H. ....	Pictou .....	Pictou.
Bigney, Anna L. ....	Wentworth .....	Cumberland.
Bigney, Annie M. ....	Hantsport .....	Hants.
Bigney, Arthur O. ....	Mt. Denson .....	Hants.
Brooks, Ethel. ....	Burlington .....	Hants.
Brownrigg, Albert E. ....	Pictou .....	Pictou.
Campbell, Robert S. ....	Tatamagouche .....	Colchester.
Carter, Bessie M. ....	Canaan .....	Kings.
Christopher, Maude. ....	Brookfield .....	Queens.
Clements, Annie M. ....	Port Medway .....	Queens.
Church, Nina E. ....	Bedford .....	Halifax.
Connolly, Edward .....	North Intervale .....	Guysboro.
Corbin, Maude E. ....	Bedford .....	Halifax.
Cox, Jeannette. ....	Upper Stewiacke. ....	Colchester.
Creelman, William A. ....	Truro .....	Colchester.
Culton, Sophia A. ....	Springville .....	Pictou.
Cunningham, Wm. ....	Tatamagouche .....	Colchester.
Davidson, Lucretia F. ....	Little Bass River .....	Colchester.
Dickson, Hattie .....	Onslow .....	Colchester.
Dickson, Julia .....	Oxford .....	Cumberland.
Fisher, L. Louise .....	Bridgetown .....	Annapolis.
Ford, Andrew S. ....	Amherst .....	Cumberland.
Fraser, Hugh McL. ....	Pictou .....	Pictou.
Gray, Wm. S. ....	Hopewell. ....	Pictou.
Gunn, Annie C. ....	East River St. Mary's ..	Pictou.
Hardwick, Mary L. ....	Annapolis .....	Annapolis.
Hebb, Bertha B. ....	Bridgewater .....	Lunenburg.
Hemmeon, Morley D. ....	Wolfville. ....	Kings.
Hogg, Henry B. ....	Yarmouth .....	Yarmouth.
Irwin, Harry .....	Shelburne .....	Shelburne.
Johnston, Isabel .....	Westville. ....	Pictou.
Kaulback, Mary .....	Bridgewater .....	Lunenburg.
Mack, Edward E. ....	Mill Village .....	Queens.
McGarry, Patrick A. ....	Margaree .....	Inverness.
MacInnes, Lenora. ....	Truro .....	Colchester.
MacGregor, Helen .....	Halifax .....	Halifax.
MacKenzie, Ellen M. ....	Stellarton .....	Pictou.
MacLennan, Alexis .....	Cow Bay. ....	Cape Breton.
MacNeill, Bessie. ....	Berwick. ....	Kings.

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MacPhee, Margaret J. ....	South River .....	Antigonish.
McPherson, Hugh .....	Fraser's Mills .....	Antigonish.
Martin, Oscar McN .....	East Jordan .....	Shelburne.
Messenger, Laura .....	Tremont .....	Kings.
Morton, Flora .....	New Germany .....	Lunenburg.
Murphy, Jennie B .....	Shelburne .....	Shelburne.
Murray, Sadie E. ....	New Glasgow .....	Pictou.
Nichols, Edward H .....	Digby .....	Digby.
Ross, Susie .....	Canning .....	Kings.
Skerry, Ellen M. ....	New Ross .....	Lunenburg.
Smith, Pearl .....	Chester .....	Lunenburg.
Sullivan, Lillie J .....	Guysboro' .....	Guysboro'.
Tomkins, Morris .....	Margaree .....	Inverness.
Wallace, Flora B. ....	Avondale .....	Hants.
Willett, Clara .....	Tuppersville .....	Annapolis.
Wilson, Blanche .....	Truro .....	Colchester.
Woodill, Arthur .....	Sydney .....	Cape Breton.

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AWARDED SECOND RANK DIPLOMAS.

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Barnes, Belinda .....	Harbor Grace .....	Newfoundland.
Barrett, Frederic E .....	Truro .....	Colchester.
Boyd, Annie L .....	Loch Lomond .....	Richmond.
Brennan, Jessie J. C. ....	Lake George .....	Kings.
Burris, Estella .....	Lower Musquodoboit ..	Halifax.
Calder, Maud .....	Truro .....	Colchester.
Cameron, Lizzie M. ....	Piedmont Valley .....	Pictou.
Carter, Ida .....	Amherst .....	Cumberland.
Chisholm, Sarah J. ....	Salt Springs .....	Antigonish.
Chisholm, Annie .....	Great Village .....	Colchester.
Crandall, Ella D. ....	Wolfville .....	Kings.
Crawford, Florence .....	New Dublin .....	Lunenburg.
Crowe, Clara .....	Pleasant Hills .....	Colchester.
Cumming, Mabel .....	Westville .....	Pictou.
Currie, Minnie .....	West Dublin .....	Lunenburg.
Davison, Geo W. ....	Woodville .....	Hants.
Doyle, Mary A. ....	Melford .....	Inverness.
Freeman, Winnie .....	Pleasant River .....	Queens.
Frizzle, Wm. H. ....	Margaree .....	Inverness.
Fulton, Susie D. ....	Folly Village .....	Colchester.
Gammell, Nessie .....	Upper Stewiacke .....	Colchester.
Graham, Lois A. ....	Wentworth .....	Cumberland.
Grant, Mary .....	Middle Musquodoboit ..	Halifax.
Grant, Jessie E .....	Springville .....	Pictou.
Harris, Laura J. ....	Bear River .....	Annapolis.
Henderson, Bella .....	Henderson Settlement ..	Cumberland.
Higgins, Roxie .....	Middle Musquodoboit ..	Halifax.

Johnson, Addie C. ....	East Mountain .....	Colchester.
Kaulbeck, Tena. ....	Clifton .....	Colchester.
Layton, Fannie L. ....	Middle Musquodoboit ..	Halifax.
LeBlanc, Emilie .....	Eel Brook .....	Yarmouth.
Lightbody, Maggie .....	Belmont .....	Colchester.
Lindsay, Lizzie. ....	Belmont .....	Colchester.
Lynds, Laura E. ....	DeBert .....	Colchester.
Lyons, Mamie I. ....	Upper Onslow .....	Colchester.
MacCurdy, Tena .....	Clifton .....	Colchester.
MacDonald, Lizzie. ....	Iron Ore .....	Pictou.
MacKay, Janet. ....	Plymouth .....	Yarmouth.
MacKay, Mary F. ....	Plymouth .....	Yarmouth.
MacLachlin, Ethel. ....	Lunenburg .....	Lunenburg.
MacTavish, Jessie .....	Carriboo .....	Pictou.
MacGregor, Ellen. ....	Westville .....	Pictou.
Miller, Stella .....	Folly Village .....	Colchester.
Moffatt, Annie M. ....	Little Bras d'Or .....	Cape Breton.
Moffatt, Mary E. ....	Little Bras d'Or .....	Cape Breton.
Munro, Sadie E. ....	Central Onslow .....	Colchester.
Murdock, Selina .....	West Gore .....	Hants.
Murray, Christena S. ....	North Earlton .....	Colchester.
Nelson, Blanche S. ....	Truro .....	Colchester.
O'Brien, Helen .....	Noel .....	Hants.
Partridge, Ethel .....	Halifax .....	Halifax.
Roy, Bessie .....	Maitland .....	Hants.
Salter, Hattie M. ....	Scotch Village .....	Hants.
Shankel, Bolton .....	Hubbard's Cove .....	Halifax.
Simpson, Lydia W. ....	Springhill .....	Cumberland.
Sinclair, Maggie .....	Bridgeville .....	Pictou.
Sturk, John N. ....	Canning .....	Kings.
Sutherland, Rose A. ....	Goshen .....	Guysboro'.
Swift, Sara A. ....	Springhill .....	Cumberland.

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### AWARDED THIRD RANK DIPLOMAS.

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Anderson, Tillie .....	Harbor Bouche .....	Antigonish.
Annand, Laura .....	Gay's River Road .....	Halifax.
Archibald, Mary Maud ..	Upper Musquodoboit ...	Halifax.
Atkinson, Janie .....	Southampton .....	Cumberland.
Beaton, Katie .....	Mabou .....	Inverness.
Blair, Carrie T. ....	Truro .....	Colchester.
Caldwell, Hannah M. ....	New Germany .....	Lunenburg.
Carle, Bessie .....	Truro .....	Colchester.
Ervin, Anetta .....	Gay's River Road .....	Halifax.
Goodwin, Bessie F. ....	Lorneville .....	Cumberland.
Graham, Melissa .....	Upper Stewiacke .....	Colchester.
Hebb, Eugenie F. ....	Kempt .....	Queens.

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Henderson, Emma B. ....	Henderson Settlement..	Cumberland.
Henderson, Eleanor J. ....	Henderson Settlement..	Cumberland.
Leslie, Lillie .....	Spry Bay .....	Halifax.
MacAloney, Maggie .....	West Brook .....	Cumberland.
Mayne, Minnie B. ....	Noel Shore .....	Hants.
MacCloskey, Addie E. ....	Northport .....	Cumberland.
Mahoney, Libbie .....	Henderson Settlement..	Cumberland.
MacDaniel, Matthew G. ..	Margaree Forks .....	Inverness.
McDonald, Sarah .....	River Dennis .....	Inverness.
MacDonald, Tena S. ....	Whitburn .....	Pictou.
Mackay, Maggie B. ....	Waugh's River .....	Colchester.
MacKay, Cassie .....	McLellan's Mt .....	Pictou.
MacKenzie, Maggie E. ....	Durham .....	Pictou.
MacMaster, Maria C. ....	Creignish .....	Inverness.
Minard, Clara V. ....	Brookfield .....	Queens.
Mitchell, George S. ....	Linden .....	Cumberland.
Munro, John A. ....	Pugwash .....	Cumberland.
O'Regan, Mamie. ....	Parrsboro' .....	Cumberland.
Patterson, Daisy E. ....	Linden .....	Cumberland.
Redmond, James A. ....	Pugwash .....	Cumberland.
Reid, Maggie D. ....	Union .....	Colchester.
Smith, Elmer .....	Pugwash .....	Cumberland.
Wilson, Maggie N. ....	River John .....	Pictou.
Wright, Lilah J. ....	Upper Nine Mile River.	Pictou.

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### FORMER GRADUATES.

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*Archibald, Annie C. ....	Watervale .....	Pictou.
Hiltz, Jessie .....	Chester .....	Lunenburg.

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### COURSE UNCOMPLETED.

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Bradley, John A. ....	Princeport .....	Colchester.
Fulton, Sadie .....	Folly Village .....	Colchester.
Hubley, Winifred .....	French Village .....	Halifax.
Hunt, Henry J. ....	Mabou .....	Inverness.
McKay, Thomas C. ....	Dartmouth .....	Halifax.
Ross, Mary Sophia .....	North Bedeque .....	P. E. I.
Teck, Henry J. ....	Milford .....	Hants.

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\*Deceased.



# NORMAL SCHOOL.

YEAR.	PUPILS.		EXPENDITURE.				Total.
	No. of Teachers.	Total number enrolled.	Received Diploma.	Salaries of Teachers.	Salary of Janitor.	Cost of Fuel.*	Contingencies— Stationery, etc.
1893.....	6	163	154	\$5400	\$400	\$219 47	\$382 82
1892.....	5	114	81	4800	400	210 00	440 00
							\$6402 29
							5850 00

# MODEL SCHOOL.

YEAR.	PUPILS.		EXPENDITURE.			Total.
	No. of Teachers.	Average daily attendance.	Total number different Pupils registered.	Salaries of Teachers.	Amount received from Province.	Amount received from Treas.
1893.....	2	87	119	\$1100	\$600	\$500
1892.....	2	86	112	1050	550	500
				\$1100	\$600	\$500
				1050	550	500
						\$1100
						1050

## APPENDIX B.

## REPORTS OF INSPECTORS OF SCHOOLS.

## DISTRICT No. 1.—HALIFAX.

HINKLE CONDON, *Inspector*.

SIR,—

I respectfully submit the following as my twenty-second annual report on the public schools for Halifax District, No. 1.

The new regulations which came into operation on the 1st of November, 1892, introduced several important changes, so that the three quarters of eleven weeks each that ended on the 31st day of July, 1893, may fairly be considered as a period of trial and transition.

The changed date for holding the annual meetings from the last Monday in September to the last Monday in June caused some anxiety as to its effect on the amount to be voted by the ratepayers for the support of schools. These apprehensions were not wholly unreasonable, when we remember that five-eighths of the sections in Halifax County are situated on or near the sea coast; and that many of the ratepayers are necessarily away from home in the months of June, July and August. As you are aware one of the strongest objections against the change from the old two-term system to the present, was made on this ground that the last of September saw the fishermen's harvest pretty well gathered in, and the ratepayers would perhaps be better able and more willing to vote the necessary supplies for carrying on the school work of the section.

I received several letters assuring me that it would be useless to attempt to hold the annual meeting at the newly appointed date. To each my answer was, "Put up your notices, hold your meeting, do your best, and report promptly."

I was requested to call a special annual meeting in three cases only

Furthermore, a careful examination of the minutes of the annual meetings discloses the fact that the amount voted in a majority of the sections for all school purposes fully came up to that of 1892.

At the annual meeting in St. James' section, No. 3, head of St. Margaret's Bay, some of the ratepayers were in favour of repairing their school-house while others were for building a new one. It was finally decided that, inasmuch as the site of the present building is very bad and cannot be improved, and moreover, as the total enrolment for 1893 was 84, and as the law requires for "any section having between 50 and 80 pupils, a house with comfortable sittings for the same, and a good class room for the assistant," a suitable house should be erected upon a site where sufficient room would also be afforded with land for a good play-ground. A few days after this decision, the house was in ashes. This makes the third school-house destroyed by fire in three adjoining sections, viz: No. 4, in Head Harbour section; No. 3½, in East River, for which the incendiary is serving a three years' term in the penitentiary; and now this one in No. 3. The house in the Partridge River, Preston section, was also burned in February last; but this was caused by the "ash barrel." John Shatford, Esq., warden of Halifax Municipality, at the last meeting of the Western Board, moved the following resolution: "That whereas, so many school-houses, in Halifax county and in the Province at large, have been destroyed by fire; therefore resolved, that in the opinion of this Board, a law should be enacted rendering it compulsory on trustees to keep the school property in their charge properly insured."

The South section, in Middle Musquodoboit, has erected a large and commodious house.

In no two years of my experience as Inspector, have as many school and out-houses been repaired and either painted or white-washed. I have called the attention of teachers and trustees to the following, as contained in the August and April Journals of Education: "If out-houses are not kept inoffensive, both as to odor and sight, the school buildings should be condemned until they are made safe both as regards the public health and morals. Both teacher and trustees should lose the public moneys while the buildings continue, according to the Inspector's opinion, unsightly or unsafe."

The number of schools in session during any part of the year (nine months) was 142, and the number of pupils registered, 6033. In 1892, (twelve months) 144 schools were in session and the number of pupils in attendance was 6692.

The Classes of the 144 teachers in charge were:

Class A .....	1
" B.....	10
" C.....	83
" D.....	50

Males numbered 13, and females 131.

You will find in Table 8, that the average number of minutes per week, taken by teachers during the year, in giving instruction in the various subjects gives:

For reading .....	310 minutes.	
" arithmetic .....	330	"
" spelling .....	196	"
" writing .....	116	"
" geography .....	98	"
" history .....	96	"
" grammar .....	98	"

Reading, spelling, writing and arithmetic make a total of 952 minutes per week, and these together with grammar, geography, history and drawing give 1328, out of, say, a possible 1500, or about 22 hours a week out of 25.

The average salary from the sections for Class B, male teachers, is \$296. For 1892, Classes A and B, \$427. Up to the present year Classes A and B have been taken together, and Dartmouth has paid a salary of \$1000 less the Provincial grant of \$118. For 1893, Dartmouth pays to Principal Miller \$1100, less the government money.

*Hygiene and Temperance.* I anticipate much good from the introduction and use of the "Health Readers," especially in the hands of earnest and competent teachers. Our schools are ready for them. The Temperance and Tobacco Acts did not come into operation any too soon.

I have in many of our schools recommended two short recesses in the forenoon and two in the afternoon. The windows are then thrown up and in this way good ventilation is secured. An authority says: "As a hygienic agency nothing can take the place of amusements. Recreation is *re-creation*. Study exhausts; play rests."

I am happy to say that our teachers as a body are steadily advancing in efficiency. Experience and application have enabled many, who commenced with but slender qualifications, to obtain higher Classes and become useful teachers.

"Good schools are the natural results of good teaching. They never come of good school-houses, or good courses of study, or good superintendence. All these external means are useful and necessary as conditions, but good teachers, guided by a true method of work, constitute the efficient causes of all good schools."

More than half of our schools responded to the invitation and prepared more or less work for the World's Fair. The best specimens were submitted to very competent judges and pronounced creditable to the teachers and pupils.

On the first of March it was my pleasing duty to attend the opening of a public school in the Indian settlement, about five miles from Dartmouth. The school-house was built by the Dominion Government, to which they have added a grant, thus far, at the rate of \$150 per annum.

As this is the first and only school in Halifax County established for these "dusky sons of the forest," the opening proceedings which the parents of the children attended, gave me an opportunity to observe how keenly they appreciated the privilege this school will afford for the education of their children.

The school began with 12, but at the examination on the 10th of July there were 17 present; and it was pleasant to see how much had been accomplished in the short time of four months. I succeeded in getting a teacher who knew enough of kindergarten games and object lessons to interest the little ones and arouse their intelligence. My deep interest in this school has led me to visit it on four occasions and to aid the teacher by advice. The kindergarten occupations have been wonderfully developing and it has been a delightful surprise to see how readily they would build up forms, and how quickly and accurately they learned to count and calculate from objects. Justice compels me to say that I have never seen parents who were more grateful to the teacher who has endeavoured to inculcate habits of neatness, cleanliness and good manners. The house is kept scrupulously clean and wholesome.

During the school year, I made 197 visits to the county schools and 103 to the city schools.

The Dartmouth schools, 21 in all, are under the able supervision of Principal Miller, assisted in the high school department by Miss Sara Findlay. Mr. Miller devotes about three hours of the day to teaching and the remaining time to the work of supervision.

*City Schools.* I have never visited the Halifax schools, with more perfect satisfaction than during the months of March and April of the present year. The steady improvements in the primary schools with regard to accommodation, teachers and classification in every respect during the last ten years, is remarkable and most encouraging. Writing on slates that would have done credit formerly to pupils of the third Grade is now to be seen in all the primary departments.

The city schools are now in a state of higher efficiency than at any previous period. They are conducted as a whole by a competent class of teachers who certainly discharge their important duties with energy, ability and fidelity.

The time for mere cramming or even for book teaching alone, and for lifeless routine in our schools is most certainly past.

Respectfully submitted,

H. CONDON.

To A. H. MACKAY, Esq., LL. D.,

*Superintendent of Education.*

## DISTRICT No. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector*.

SIR,—

I beg to submit the following report on the Public Schools of Inspectoral District No. 2. for year ended July 31st, 1893.

The number of sections remains the same as last year, 191, made up as follows :

District of Lunenburg and New Dublin . . . . .	116 sections.
" " Chester . . . . .	29 "
" " South Queens . . . . .	26 "
" " North " . . . . .	20 "

There were 9 sections without school during the year, viz: 2 in Lunenburg and New Dublin, 1 in Chester, 4 in South Queens, and 2 in North Queens.

The year just closed cannot readily be compared, in regard to statistics, with previous years; suffice to say, that in grand total attendance there has been a marked increase over the corresponding part of the year 1892. The following table gives the number of schools in operation, number of pupils registered and attendance :

## LUNENBURG COUNTY.

DISTRICT.	No. of Schools.	Pupils Registered.	Grand Total Attendance.
Lunenburg & New Dublin	141	6002	504,163
Chester . . . . .	30	1310	105,216
Total . . . . .	171	7312	609,379

## QUEENS COUNTY.

South Queens . . . . .	36	1435	136,901
North " . . . . .	18	564	41,850
Total . . . . .	54	1999	178,751

In Lunenburg county the average attendance was 52 per cent. of the number registered, and in Queens county 55 per cent. The proportion of the population attending school in Lunenburg county was 1 in 4.25, and in Queens county, 1 in 5.3.

burg county and 56 in Queens, divided among the different Classes as follows :

	A	B	C	D
Lunenburg County...2	10	73	89	
Queens " ...2	6	32	16	

Of these, 25 were males and 205 females, 28 being graduates of the Normal School.

On account of the recent changes, the past year was, in certain respects, one of considerable anxiety to many of our teachers, but at the same time was a very successful one, and the result of the year's work was most encouraging.

The meetings of the Boards of Commissioners were well attended with the exception of that of Chester, where a quorum could not be obtained. As the Board stands at present, it is difficult to get a quorum, some of the members having to come from fifteen to twenty miles to attend. The appointment of say three new commissioners in Chester town or vicinity would obviate the difficulty.

With a single exception, New Elm, all the schools on the mainland were visited and a number of them a second time. I was twice prevented from reaching New Elm on account of bad roads and stormy weather. In a number of instances, schools were not in session at the time of my visit to their neighbourhood, which necessitated my travelling over the same ground twice. Six out of nine island schools were visited; the other three were open during the winter months only and closed at the season of the year most suitable for visiting such. In some schools a day was spent, in others, a half-day, the average length of visit being from two to two and a half hours. This enabled me to make the work of inspection more thorough and satisfactory. Shorter visits would have given but little time for examining school work, as, in nearly every instance, more or less time had to be given to the explanation of registers, returns and new regulations.

Our school buildings, as a class, are improving from year to year. I say, as a class, for many are yet in a very unsatisfactory condition. Every year the worst of these are condemned and new ones take their places. Ten new school-houses have been built in Lunenburg county during the past three years and about fifteen thoroughly repaired within the same time, so that to-day there is a marked improvement in the general character of the buildings. The inside of many school-houses is much better than the outside and surroundings would seem to indicate, and if trustees would give a little attention to the exterior of the buildings, grounds, fences, &c., they would be surprised to see the improvement in appearance that can be made at a small cost.

The First Peninsula section has just completed and furnished with patent desks, a schoolhouse which easily takes a place among the best in the county.

The improvements to the Bridgewater school grounds have been completed, and they are now both an ornament and credit to the town.

The Trustees of Liverpool section have spent about \$400 on the Academy.

Port Medway has repaired and improved buildings and surroundings.

Chester, Centreville, Pine Grove, Newburn and Hemford have effected much needed repairs to buildings.

A number of other sections have supplied patent seats and desks, painted buildings and enclosed grounds.

In justice to trustees, I must say that in nearly every instance they are ready to do what they can to benefit their school, and generally prompt in making suggested improvements. Several of our commissioners have also, in various ways during the past year, rendered valuable assistance.

I think our schools may be said to be fairly well supplied with necessary apparatus. In the way of maps, I endeavor to have placed in every section the Hemispheres, Dominion of Canada and Maritime Provinces. Calkin's Object Lessons, and text-books on health and temperance are in many schools. The largest graded schools, in addition to what is required for the common school departments, are supplied with dictionaries, gazetteers, globes, and a few with chemical and physical apparatus.

Lunenburg Academy continues increasing in attendance and efficiency. This year the number enrolled was 664, an increase of 35 over last year. The number of High School pupils is also increasing every year, and their success at the Provincial Examination shows how thoroughly the work is being done. Principal McKittrick and the same staff of teachers continue in charge next year.

Liverpool Academy also made a splendid showing at the recent Provincial Examination and the general work of the whole institution was up to the usual high standard. Mr. Smith, principal for over fourteen years, retired at the close of the school year. He was one of the oldest and most successful members of the profession in the Province and as a classical teacher had few equals. During his principalship, the Academy enjoyed continuous success, and many of his former pupils are now occupying prominent positions in the professions both at home and abroad. He is succeeded by J. D. Sprague, Esq., for years preparatory teacher in the institution, a



gentleman who has few peers in the profession and one to whom Liverpool Academy owes much.

H. B. Hogg, Esq., Class A, succeeds G. M. Huggins, Esq., as principal of the Bridgewater schools.

Principals Quinlan and Williams remain in Mahone Bay and Chester respectively. Both these schools do High School work and their candidates invariably do well at examination.

Although quite a number of the miscellaneous schools are still in the hands of inferior teachers, yet far the greater number are improving in character of work.

The greater part of the time is spent on the three R's and geography, grammar and history. In the teaching of these subjects, I am pleased to see that there is a growing tendency to make the work as practical as possible. A much better use of the text-book is made than formerly, and in the lower grades especially, nearly all the lessons are taught orally. The subject of temperance was taken up very generally throughout the district in the way of oral lessons from Richardson's text, so that the Health Readers will come on naturally, as a continuation of what has already been begun in this line.

The change from a semi-annual to an annual term, was received with general favour throughout the district, and has already commended itself to Trustees and Teachers. From the past year's experience, we find that trustees are now more particular about the kind of teacher they engage since the contract is for a year instead of six months, and having secured a good one are very loth to risk a change. Better work is also done by having the same teacher in charge for an unbroken term of a year. The summer vacation, coming at the close of the school year, is a great improvement, except that it robs the Inspectors of their holidays. The annual term is also decidedly favourable to the work of inspection. Besides, it bears hard on no section however small or weak, as the law provides for shorter terms for those sections unable to maintain a school throughout the whole year.

The system of Provincial Examinations is, I may say, universally favored by our teachers and has already proved quite an incentive, especially to our High Schools — pupils now not being debarred by age from asserting their scholarship.

About 85 candidates presented themselves at the two examining stations in this district, nearly two-thirds of them being pupils of the County Academies and High Schools, and I am proud to be able to state that compared with the rest of the Province they have made an excellent showing. Twenty-seven of the candidates also wrote for professional certificates — a large percentage of them being successful.

Our High Schools are now confining themselves exclusively to scholarship — professional work not being attempted. The result of this will necessarily increase the attendance from these counties at the Normal School.

The new register was a source of trouble to many teachers at first. They had not studied the directions and explanations and of course blundered sadly. Some misconstrued the directions and made what would seem almost impossible mistakes. These errors were pointed out at the time of inspection and teachers given to understand that the register must be kept and completed, exactly in accordance with the directions laid down therein. When the returns came to hand they were much more satisfactory than anticipated. I think this was largely due to the note in the register requiring every column to be filled in. Very few had to be sent back for completion or correction. As a consequence, the statistical tables lately forwarded you are more reliable than those of former years.

Trustees are required by law to file a copy of the minutes of the annual meeting with the inspector, within one week of the date of the same. Their attention has also been called to this regulation in the *Journal of Education* and the local papers. About 90 per cent. of the trustees in this district attend to the matter promptly; the others have to be personally reminded at the time of the distribution of County Fund.

In every instance, the teachers complied with the new regulation requiring them to give notice of the opening of school.

My correspondence for the past year would not have been nearly so great had all teachers made themselves acquainted with the contents of the *Journal of Education*. I had to answer scores of letters asking for information that was fully and clearly laid down in the *Journal*. We hope for an improvement in this respect next year.

The estimated value of school-buildings and grounds in the district is given at \$98,445, and the value of school apparatus \$2556—making the average value of school buildings \$491 and average value of apparatus, \$14 per school.

#### AVERAGE SALARIES, THREE-FOURTHS OF A YEAR.

	B	C	D
Lunenburg and New Dublin, male...	\$330.79	\$167.39	\$140.59
" " " female .	215.69	164.39	121.23
Chester, male...	330.69	162.39	.....
" female .	.....	159.61	114.96
South Queens, male...	270.69	212.39	.....
" " female .	210.69	154.27	106.24
North Queens, male...	308.19	167.39	.....
" " female .	.....	155.35	113.12

All required details are furnished in the abstracts already forwarded.

Your obedient servant,

H. H. MacINTOSH.

To A. H. MacKAY, Esq., LL. D.  
*Superintendent of Education.*

### DISTRICT No. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

SIR,—

The recent changes will be fruitful of important results. They have been effected so gradually that rate payers are learning to adapt themselves to them without inconvenience. There is a very general consensus of opinion that a year of one term will promote best the interests of education. The only objection offered—"What if we get a poor teacher?"—shows that trustees feel a deeper responsibility in regard to the fitness of the person whom they may engage. But even this risk will be lessened by the regulation which virtually compels teachers to make special preparation for their vocation at a Normal School. No enterprising teacher with an academic certificate will be satisfied with a license a grade lower.

Notwithstanding the misconstructions incident to a period of transition, the usual number of schools was in operation: in Yarmouth county, 108; in Shelburne, 77. In Yarmouth, a few which were miscellaneous schools have now two departments, namely: Lower East Pubnico, Upper East Pubnico, and Lower West Pubnico. On the other hand, in two which were graded the primary departments have been closed. The large attendance at Pembroke, Tuskett Hill, and Sluice Point would warrant accommodations for two departments each.

I believe teachers in most instances feel responsible for the figures they enter when reporting the number of schoolable children that do not attend school at all during the year. These, I am happy to say, are conspicuous for their reduced number, more particularly in Shelburne county. The showing for Yarmouth county must ever be bad, so long as no special effort is made to educate the three hundred vagrants in the town of Yarmouth. It is true there is no accommodation for them; but what is a free school system for, if not to provide education for those who are too poor and neglectful to educate themselves? Judged by the past history of this town, the rate payers are willing to bear the burdens incident to the education of this class, and they would co-operate in procuring legislation to compel attendance at school. By all means let an effort be made for the benefit of these unfortunate children.

Two new school-houses were built and are now occupied for the first time. That at Forbes' Point deserves special notice. Of their own voluntary action, the rate payers purchased a new site with a lot capable of being made a fine play-ground, and erected a building, modern in its finish, and suitable as regards its appointments to the needs of the section. With an economical forethought, too rarely exercised, they assessed themselves in advance, and when the new building was ready for use, there was not one dollar of debt on it. And this by a people whose assessable property is estimated at seven thousand five hundred dollars! Truly, "where there is a will there

is a way." In this district much confusion and mistrust have arisen by allowing debts to become old. In one section the people woke up to the fact that there was a heavy claim against them on receiving notice that the school-house was condemned. In another, rate payers refused to act as trustees, because the finances, dating back to the building of the school-house, had become an inextricable tangle. The example of the good people of Forbes' Point is a valuable object lesson, and should shame chronic croakers. I have referred to West Green Harbour. It is very strange to see in these days a new school-house close up to the public road, and without the vestige of a playground.

School repairs have been made in comparatively few sections. A year ago, recommendations of the Boards of Commissioners were forwarded to trustees, but being only "recommendations" little was done. Since then more energetic measures have been adopted, with the result that several school houses will soon be repaired and provided with modern furniture.

The School Commissioners have had their attention drawn lately to "the poor sections." It is felt that, in some instances at least, the law is too kind to them. In one place a rate payer whose tax used to be ten cents per annum was roused to "wrath unspeakable" when he had to pay fifteen. As the school tax was merely nominal, except to a limited few, the Commissioners removed Comeau's Hill from "the poor list," as also East Quinan, and Surrette's Island. All the sections receiving the special grants have been warned "that unless their school-rooms and furniture are kept good and comfortable, and such a supply of apparatus as is required by the C. P. I. provided, and a good percentage of attendance made, the extra grants will not be paid." While the fault of irregular attendance is seen in several of these sections, there is no place where it is so glaring as in Norwood (Lake George). With the youngest, most inexperienced, most timid, and certainly the cheapest teacher they can get, the trustees will excuse themselves—"how can you complain of poor attendance when the teacher is so poor?" I have been informed that there is a family here of several children of school age whose united attendance in a term would not equal the days the school was open.

I cannot boast of the efforts of rate payers to carry out my ideas of painting, fencing, levelling, &c. A few sections like Arcadia and Argyle Harbour have made a beginning, but the movement is not general. Rate payers should know that this is "a policy" which is backed by every Board of Commissioners in the district, and as it was recommended by the Council of Public Instruction nearly thirty years ago, it is time it had taken tangible shape. As a means to protect the school house, nothing is more effective than an attractive exterior, pleasant grounds, and neat paling.

I regret to say that too many of our school-houses have been built and repaired without reference to ventilation. Consequently the necessity was never more pressing that every school-room should be

provided with convenient ventilators. Indeed, I hesitate not to say, that this is so important a matter as to call for prompt legislation. No school-room should be pronounced safe which has not board ventilators, or an equivalent, in two windows at least.

During the year the usual amount of work has been done, the good teachers doing their work better, the poor teachers doing it the same or more mechanically. In nearly all cases the course of study is closely followed in spirit, if not always in the letter. In two or three schools I noticed a deviation—pupils in the fourth grade geography using a book. That is what the lazy teacher dearly loves. The mischief of such “teaching” is seen in the result—the study of geography is a memory exercise only, the map is without meaning, and the progress a mere turning of the leaves without benefit. One need have no difficulty in picking out pupils in advanced grades, who got their early lessons in that way. They will indicate the direction of the current of a river by pointing to its mouth and tracing it to its source, and not manifest surprise when properly informed. As they were never taught to associate the employments of the people with the resources and needs of the country, they can give no intelligent reason for the pursuits and habits of the people. Facts, isolated facts, make their whole stock of knowledge which often passes for education. The temptation to take such liberty with the Course would not exist, if it were authoritatively declared that no teacher should use books when engaged with classes.

It would have gratified me to have seen a deeper interest taken in the circulars sent from the Education Office, inviting the schools to prepare specimens of their work for the World's Fair. In Yarmouth county sixteen schools contributed, by far the largest number coming from schools in the town. Four French schools, Lower East Pubnico, Middle Wedge, and the Sisters' school at West Pubnico, and Eel Brook, furnished a large and varied assortment, and the Convent, situated in the latter section, very pretty exhibits in the kindergarten line. The teachers in Barrington municipality, could not have been more irresponsible had the circulars been written in an unknown tongue, and little better mention is due to those in Eastern Shelburne, for the only acknowledgment came from the school at Jordan Falls, which sent a general show of every day exercises, and from Lockeport, which favoured me with two photographic views of the local High School. Even that much was not received from the Shelburne Academy. In this connection I wish to suggest that when the schools are invited to furnish exhibits of their work, they should be provided with material by the Department. In no other way can country schools, at least, be able to show to advantage what they can do on the occasion referred to. Weeks were lost while waiting for the stationery that was needed.

An original feature of the new register, is the table for the entry of the number of minutes per week devoted by the teacher to each subject taught. Everyone will admit the utility of this table; but I would humbly submit that it ought to be preceded by a positive

mandate for teachers to have a time-table in the school room, subject to the review of the Inspector of schools. The public would then have a guarantee of the actual application of the time as entered in the register. That some entries were thoughtless calculations I have ample proof, as the sum of the minutes was in excess of *seven* school days, and in other instances it was less than *three* days.

The Provincial examination of High School pupils in Yarmouth county was a great success. Nearly one hundred pupils presented themselves, and of these about three-fourths came from the Academy and Milton High School. The rest were mainly from Hebron, Maitland, Ohio and Tusket. No official statement of results has been received, but as far as I can learn a good proportion of candidates has made satisfactory averages. The late discussion about the course of study gives an interest to the element of age. The following are the ages of the youngest successful candidates in the D, C and B Grades :

Grade D.....	12 years and 7 months.
" C.....	14 " " 3 "
" B.....	15 " " 8 "

Others succeeded who were only a few months the seniors of these.

Our local educationists are of one opinion in regard to the tests—they were easy enough to be passed by those who were sufficiently drilled in the subjects, and difficult enough to discourage reliance on superficial preparation. In a well appointed school, they maintain the course can be completed without undue pressure. These remarks are limited to the practical experience in D, C, and B grades. Next year Grade A will be on trial.

At Lockeport Station there were 22 candidates, and at Shelburne and Barrington a smaller number.

On reviewing the work of the year, I can see progress, and indications of a healthful interest in the public schools. Changes discretely made do much good: they excite a fresh interest, and mark a new starting point toward greater endeavour. Though they may seem simple enough when they have taken shape, every intelligent man knows that their elaboration required protracted thinking, sound judgment, and a familiar acquaintance with the educational systems of other countries. I trust you may enjoy the happiness of seeing great and lasting good resulting therefrom.

With assurances of profound respect,

I have the honor to remain,

Yours very sincerely,

JAMES H. MUNRO.

To A. H. MacKay, Esq., LL. D.,

*Superintendent of Education.*

DISTRICT No. 4.—DIGBY AND ANNAPOLIS.

L. S. MORSE, A. M., *Inspector.*

SIR,—

In addition to the monthly reports, notes of inspection, and statistical tables already in your hands, the following general report for the school year ended on July 31st, 1893, is hereby submitted :

In consequence of the incorporation of the towns of Digby and Annapolis the established boundaries of the two sections at those places were disturbed. By the Town's Incorporation Act, incorporated towns form school sections of themselves, and in the two cases above named the limits of the towns do not correspond with the boundaries of those sections as they existed previously. Comparatively large and populous districts were thus thrown beyond the limits of said sections. An effort was made last winter to get special Acts passed by the Legislature of the Province to join those districts to the said towns for school purposes, but in both cases the attempt failed in consequence of opposition manifested by the rate-payers. In the case of Digby, the question was referred to the Board of School Commissioners for that district to recommend union with the Town of Digby or not as the Board in its wisdom might determine. At the meeting of the said Board, in May last, the Commissioners adjudicated upon the matter. A portion of the excluded district petitioned to be annexed to Hillgrove, Section No. 6, and another portion, north of the Racquette, asked to be formed into a new section. The Commissioners, by a majority vote, granted the prayer of these last named petitioners and formed a new section north of the Racquette, subject to the approval of the Council of Public Instruction. They also, by a unanimous vote, recommended that the limits of the town of Digby be extended so as to include for school purposes all the territory formerly included in Digby, Section No. 28, except that portion lying north of the Racquette; and in case the Council of Public Instruction should not sanction the formation of said new section, the Board also unanimously recommended that that portion of the original section, No. 28, lying north of the Racquette be also annexed to the town of Digby for school purposes. The Council of Public Instruction, as you are aware, did not sanction the formation of the said new section, and consequently it is expected that a special Act, necessary to extend this section to its original boundaries, will be passed during the coming winter.

In the case of Annapolis, Section No. 19, the Board of School Commissioners for that district was petitioned in May last to form the excluded portion of that section beyond the present town limits into a section by itself. No action was taken by the Board at that time in consequence of an informality in the application. A special meeting of the Board has since been called to adjudicate upon this matter so far as it has power, but at this writing a final decision has not been reached. Part of the rate-payers in this district wish to

unite with the town for school purposes, and the other part wish the formation of a new section. The result in this case is yet unknown. It is hoped, however, that the Board of Commissioners, at the special meeting referred to, will take such action as will be satisfactory to those most deeply interested.

Reference has been made in former reports to the desirability of uniting Hillsburg, Section No. 3, in the district of Digby, and Bridgeport, Section No. 24, in the district of Annapolis west. This union had been recommended for years past, and the idea has been agitated and discussed in both sections until at last a majority of the rate-payers were lead to favour the project. At a public meeting of the rate-payers of both sections terms of union were amicably arranged, and the Boards of Commissioners of both districts were petitioned to unite the sections. As no opposition was offered, the said Boards, in May last, unanimously ordered the union of the said sections, which was finally accomplished by operation of the law on the date of the annual meeting in June. New school grounds have been selected and approved, and a fine new school house will be erected during the ensuing year. The united section will be known as Bear River Section, No. 24, in the district of Annapolis West—the site for the new school-house having been located in Annapolis County.

Six sections in this Inspectoral District are not organized, and do not maintain schools in consequence of sparsity of inhabitants and general proverty. A few children from these sections obtain school privileges in adjoining sections. A few of the very weak sections other than those above mentioned cannot maintain school continually. By order of the various Boards of Commissioners, the sections classed as "*poor*" and therefore entitled to extra financial aid from the municipalities and government numbered *fifty*, of which *seventeen* had no schools during the year. *Twenty-seven* of these "*poor* sections" are in Annapolis county, and *twenty-three* in Digby. It has been the aim of the various Boards of Commissioners to reduce the number of "*poor* sections" as much as justice would permit, and in doing this no sections have been placed on the list which could reasonably be expected to maintain schools without extra aid. In this, as in all other respects, the Commissioners have discharged their duties faithfully and conscientiously.

A gradual improvement in school buildings and furniture can be reported. A new school-house has been built and furnished in South Range, East Section. Victory section has a new house in process of erection. At Paradise a fine new house of modern style for a graded school of two departments will be ready for occupation shortly after the beginning of the ensuing year. Extensive repairs have been made on the school-houses in Mount Hanley, Havelock, Springfield, Chesley and Milford sections. In other cases repairs of a less durable nature have been effected. When new furniture is required most sections provide the paragon desk, thereby securing greater comfort for the pupils, more elegance in the appearance of the school room, and greater durability.



No increase in quantity of apparatus provided can be reported. A few of the leading schools are fairly well equipped, but in most cases an insufficient supply has been provided. It is oftentimes difficult to induce trustees to procure any more than the most absolutely essential articles. Sections should be compelled to furnish a more liberal supply of apparatus, and in order to accomplish this object it would be well to clothe Inspectors with more clearly defined powers in this regard. Existing regulations on this point are not sufficiently definite.

Most schools have been found in a fairly satisfactory condition so far as the work of teachers and pupils were concerned. Some were superior in these respects, while a few were decidedly poor. My notes of inspection for the year deal with each school separately, and may be consulted if more definite information be required. Many of the teachers have been earnest and enthusiastic in their work, but their efforts have been partially neutralized in some cases by want of apparatus, by irregularity in the attendance of pupils, and by indifference and apathy on the part of Trustees and parents.

About twenty per cent. of the teachers employed during the year hold Normal School diplomas. The change in the mode of obtaining licenses and in the work of the Normal School will probably soon increase this percentage, and thereby ensure more thorough work being done in the schools. Under conditions recently existing a large proportion of the teachers who have not received a normal training, leave the profession about as soon as they gain by experience that aptitude in imparting instruction and in school management which is necessary to insure success.

At the Provincial Examination in July, two hundred and ten candidates made application to be examined at the various stations in this District for Certificates of Scholarship, of which number *fifty-six* only took the *minimum professional qualification* examination. Judging from experience it is probable that not more than fifty per cent. of the latter class will succeed in obtaining a license to teach. As those who take the minimum professional qualification examination instead of a course of professional training must under present regulations be content with a license one class lower than their Certificate of Scholarship would otherwise entitle them to receive, it may be assumed that largely increased numbers from this District will be induced to obtain licenses after taking a course of professional training at the Provincial Normal School. Unless this be the case the supply of teachers will soon fall short of the demand.

There are about *thirty* schools in the Municipality of Clare for which French speaking teachers must be employed. Regularly licensed teachers cannot be found for all of these schools. To meet this demand about one dozen permissive licenses must be issued each year. Great difficulty is experienced by French candidates in successfully passing the Provincial examination. This may be accounted for in some measure by the difficulty experienced by these

candidates in passing an examination in the English language, but probably it is very largely attributable to the very elementary character of the French schools. The large attendance at these schools, and the fact that both languages are concurrently taught, necessarily hinder progress. A very large proportion of the pupils are to be found in the elementary grades and very little work is done beyond that. French candidates who prepare for examination in these schools must necessarily fail owing to lack of mental training. Most of those who succeed have received their training in the schools at Port Acadie and Meteghan taught by the Sisters of Charity.

The registered attendance at the schools was fairly satisfactory. In this district the number of children between five and fifteen years of age, reported in sections having schools, was 8578. Of this number 766 did not attend school. The whole registered attendance of pupils was 8803. This number includes those in attendance upwards of fifteen years of age. The percentage of enrolled pupils daily present during the year was 63.4—a slight increase over the preceding year. It is evident that there is yet much room for improvement. Perhaps there is nothing more discouraging to the teachers than irregularity in attendance. It interferes with the progress of the school, causes needless repetition of class-work, and prevents proper classification. This evil must necessarily exist to some extent, but it is hoped that some means will be devised to reduce it to a minimum.

The course of study has produced beneficial results. A uniformity of school work now exists which was formerly unattainable. The main studies of the course are receiving due attention. The chief difficulty experienced by some teachers consist in a supposed inability on their part to teach drawing and to give the prescribed oral lessons on health, temperance and nature. The lack of previous training in methods of oral instruction causes some to shirk this work as far as possible. The use of the books on health and temperance recently prescribed will help to remove this difficulty. The gradually increasing number of trained teachers will also tend to more general and systematic instruction in the rudiments of natural science.

With one or two exceptions the returns came to hand within the time prescribed. Most of them were carefully prepared. A few were unfinished and were returned for completion. The form of the return being new caused difficulty in some cases, especially that part requiring the average number of minutes per week devoted to the different subjects required to be taught. Some teachers were found bold enough to question the expediency or necessity of giving such information, as at best it can only be approximately correct. It is hoped, however, that it will cause time to be given to all the subjects of the course of study, some of which might otherwise receive scant attention at the hands of inexperienced teachers.

The County Academy at Annapolis was taught by Principal McVicar, a teacher of scholarly attainments and much experience. The attendance was large. Excellent work was done in all classes,

and several of the students made an excellent record at the Provincial examination in July. Principal McVicar commands the confidence and respect of his students and of the whole community. This Academy has largely increased in efficiency since he took charge. In consequence of the large amount of high school work efficiently done at the other graded schools of the County, this Academy has much competition, and owes its present state of efficiency very largely to its talented Principal.

At Digby the County Academy was presided over by Principal Godfrey, a teacher of much experience. The attendance was as large as usual, and fair work was done. This academy does not suffer materially from competition with other schools in the County, and as a consequence a fair proportion of its students were drawn from other sections. A considerable number of the students attended the Provincial examination in July, some of whom made a creditable record. Principal Godfrey's term of service expired at the end of the year. In consequence of the very small number of pupils from the Preparatory Department who succeeded in passing the entrance examination in July, the attendance next year will be materially affected.

With two or three exceptions, all schools were inspected during the year. These exceptions occurred because the schools closed previous to my tour of inspection in their vicinity. This being a transition year of nine months only, but one official visit was made to each school. The large increase in correspondence caused by this change in the law and regulations, and the work connected with the Educational Exhibit for the World's Fair, collected from this district, prevented more frequent visits of inspection. The work of correspondence has become a serious tax upon an Inspector's time and patience.

The one term system has been so recently inaugurated that its benefits or disadvantages will become more apparent after further experience. One year's trial, however, has clearly shown that both Superintendent of Education and Inspectors are most busily engaged in office work at the time when teachers are enjoying a well earned vacation.

In closing, permit me to suggest that the issue of a new Manual of the School Law and Regulations has become a necessity. The changes recently made have been so radical that the Manual issued in 1888 is almost valueless. It is hoped that this suggestion will commend itself to your judgment, and that something practical in this line will be the result.

With due appreciation of your courtesy in our official intercourse,

I have the honour to be,  
Sir, your obedient servant,

L. S. MORSE.

To A. H. MACKAY, ESQ., LL. D.,  
*Superintendent of Education,*

## DISTRICT No. 5—HANTS AND KINGS.

COLIN W. ROSCOE, A. M., *Inspector.*

SIR,—

I beg leave respectfully to submit the following report of the condition of the schools in Inspectoral District, No. 5, for the "provisional year," ended July 7th, 1893:

All sections were not prepared at the beginning of the year to open schools. Some could not secure the teacher they desired, some preferred, and could engage a male teacher for the winter and a female for the summer, which could not engage a teacher for the full term, some had school for a term shorter than the year, some "poor sections" chose a short term, and a few could not get teachers and had to be satisfied with a three months' school. These cases were met and disposed of as follows:

White Waters, Kings County, and Mills, Lakelands, North Beaver Brook and East Uniacke, Hants County,—“poor sections”—had school for three months only. Most of these preferred a longer term but could not secure teachers. West Halls Harbor in Kings, and Cambridge in Hants, were allowed to have school three months; because it seemed impossible to get teachers before spring. Blue Mountain and Lake George in Kings, chose six months terms, and Australia eight months. These were “poor sections,” and had the right, under law, to have school less than a year. Birch Brook, Hants, had a six months' school with my consent. Black River, Greenfield, Ormsby Road, Kings, and Newport and Douglas, Tenecape, Rhines' Creek, and Mill Village, Hants, did not have school quite all the term because they could not engage teachers to begin November 1st. Brookville, Hants, had a teacher for the primary department for about 3½ months. This seemed best for the school and I consented to the arrangement. The following had school for the full term or nearly so, but under two teachers, each: Piedmont, Long Point, Kingsport (advanced), Church St., Canaan, South Berwick Woodside, Prospect, Somerset (primary), Centreville Islands and Waterville (advanced), in Kings; and Martock, Hantsport (advanced primary), Maitland (primary and intermediate), and Manganese Mines in Hants. Cheverie and Noel had three different teachers each in their advanced departments. A few of these had my consent to have a male teacher in winter and a female in summer, and one had my consent to put a male of the same grade in to finish the term. While I regarded these changes as not being beneficial to the schools in all cases, the circumstances seemed to point to this as the best, and so I consented. Most of the other changes occurred, however, either from illness of the teacher, from offers of marriage or from inability to teach and manage the school after a trial of it. The two cases of three teachers to a school seemed unavoidable, unless the trustees closed the schools. Thus it will be seen that there were eight three months' schools, three six months' ones, and six others for nearly the

full term, and nineteen for the full term, or nearly so, with a change of teachers. There were two hundred and forty-four schools in session during the year—less the thirty-six referred to above—leaving two hundred and eight, in which the teachers were continued throughout the term. While so many changes in teachers were to be regretted, it was deemed desirable to be as liberal in the interpretation of the law as possible until teachers and trustees became acquainted with it. Now, however, since it has been commented on so extensively through the Journal of Education and the newspapers, there cannot be the same latitude given; and teachers and trustees will be ready for a stricter interpretation.

For information in brief, I refer you to the following tables, and for complete statistics, to the tabulated statement sent herewith:

## SCHOOLS.

	No. Schools.	Teachers.	Pupils.	Attendance.
Hants.....	122	131	4,948	412,819
Kings.....	122	134	5,159	408,061
Total....	244	265	10,107	820,880

## TEACHERS.

Classes A	B	C	D	Male.	Female.	Total.
Hants.....1	27	76	27	21	110	131
Kings.....2	30	71	31	32	102	134
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Total.. 3	57	147	57	53	212	265

The sections having no school for the year were Randville, East Pereaux Mt., and Kellyville in Kings; and Pembroke, Stillwater, Renfrew, Georgefield, Greenfield, Glencoe and Rawdon Gold Mines, in Hants. Randville still sends to Canning, depriving no one of school privileges, so far as I can learn, and thus making a school in the section unnecessary. East Pereaux Mt. and Kellyville are weak sections, and have a small number of children. They did not succeed in getting teachers, but have arranged for schools next year. Renfrew and Rawdon Gold Mines are almost abandoned on account of the failure of the mines. Schools cannot be expected here till the mining interest revives. Georgefield and Greenfield are small and not at all strong, but have done themselves discredit by closing their schools. Glencoe has become so depopulated that I fear the school will have to be given up till there are more people or children. Stillwater is another small section, which on account of the removal of some families was prevented from having school. There is not much prospect of a school here for next year. Pembroke failed in getting a teacher but has secured one for the year 1893-94.

The schools have been maintained with a good degree of regularity and efficiency. The subjects taught previous to the new requirements—

which may be regarded as standard subjects—have been carefully taught, and substantial progress has been made therein. A greater attempt, than usual has been made to teach calisthenics, vocal music, moral and patriotic duties, and the lessons on nature, and in some cases the results have been all I could desire. The majority of the teachers, failed or nearly so, in this kind of work. Most of them do what they call oral work ; but it consists chiefly in repeating what they have memorized from a text-book for their pupils to learn. This seems to me worse than neglecting it altogether. I see no way out of this difficulty but by establishing summer Normal Schools in each county for the training of teachers during the vacation. To be of service this work need be very plain and elementary for a large number of teachers. The necessity for *Normal* training was never more apparent than at the present time. The step to make attendance at a Normal School compulsory must soon be taken. I would say, let it be taken at once.

The County Academies have maintained an efficient standing during the year and contributed very largely to the number of candidates for examination for High School Certificates. Kentville sent 49, or more than half of those examined at Kentville station, and Windsor sent about one-third of the candidates at that station. I have not received the results of the examination, but presume these candidates compare favorably with others in the Province. The examination, if made compulsory would save the principals of academies much labor and prove a good test of the character of the work done in the various schools. It seems to me if this were made the only grading examination for all above Grade VIII, it would stimulate teachers and pupils not to overlook the importance of any subject in the course of study ; and make the work uniform to a degree not now attained. Kentville has purchased a large addition to its school grounds and by laying out the grounds and setting out ornamental trees and shrubs, and properly cultivating them, can have as fine school premises as can be found. Windsor has a good site and grounds for fine school buildings. I hope the time is not far distant when the town may arise and build a house creditable alike to the ability and to the intelligence of the people. Hantsport sustains five departments and has made provision to improve its school buildings during the present year. The school here is good. Maitland opened a fourth department. Berwick and Wolfville are the other two schools having four departments each. These three schools maintain an excellent standing. Wolfville will enter the new school house at the beginning of next term. The house provides six rooms all finished. Four are furnished for immediate use. The cost of the house was about \$8000.00 and it is in all respects up to date in its plan and finish. The Fuller and Warner system of heating and ventilation has been put in at a large expense, and appears to possess all the good qualities claimed for it. Connected with this are dry air closets in the basement. Messrs. Robb & Son of Amherst put in the furnaces and apparatus connected therewith and guaranteed their successful operation. I have no doubt that the expense incurred in this way will prove to be one of the best investments ever made by this town. Should it come up to my expectations, I shall feel it my

duty to give particular attention to improvements in the ventilation of all school buildings in my district, and shall advocate this system whenever new houses are built and the sections can afford the expense. Wolfville is the first and only school in this district that has adopted this system. Noel and Elmsdale use hot-air furnaces for heating; and the former has registers for the escape of foul air.

Canning is the only school of three departments in my two counties. There are twenty-one schools maintaining two departments each. Thus in the counties of Kings and Hants there are, including the County Academies, twenty-seven graded schools representing seventy-six departments, 2965 pupils, and requiring 76 teachers. The graded schools represent nearly one-third of the whole schools and pupils of the district. By vote of the Commissioners of West Hants, St. Croix, and Three Mile Plain sections are required to grade their schools, so that next year there will be at least 80 departments to report. The number of the different grades to be found in almost all the miscellaneous schools, and the variety of the subjects to be taught make the grading of schools imperative, as soon as the number of children and the ability of the section will admit of it. And there can be no question as to the superiority of the graded, as compared with the miscellaneous school. Did space permit I might report many superior miscellaneous schools, as wholes, and particularize the points of excellence in others; but I must content myself by saying, that, regarding the financial standing of the sections and all other circumstances affecting the schools, I am pleased to be able to report a fair degree of progress for the year.

#### SCHOOL COMMISSIONERS.

The appointment of new Commissioners came at a time when new recruits were much needed, and I am of opinion, those appointed are men of the right stamp and will prove a valuable acquisition to the Boards. One duty of the School Commissioners is to declare, upon the Inspector's report or other reliable information, the school house or houses or buildings used as such, or the appurtenances thereof, unfit for school purposes. Such action greatly aids officials in keeping school sections some where near the requirements of the law in these respects. It is necessary to have regard to the ability of the sections in all cases; but it is quite as necessary to impress them with the fact that any kind of buildings and appurtenances cannot be tolerated. At the last meetings of the Boards, in each of the districts, houses were declared unfit for use and trustees informed what was expected of them that their sections may continue to participate in the grants. In many cases it was found necessary to notify sections to refurnish their houses with better furniture. The old seat, made by placing two boards at right angles to each other, has had its day, and we are endeavouring to have them replaced, as fast as possible, with improved seats and desks of the best kind. As a first step, the Boards instruct their Secretary to write trustees and call attention to what is needed to be done. When this is not heeded, the trustees are told plainly what they must do or lose Provincial grants. In the

matters of furnishing, supplying maps and other school requisites, much still remains to be done before I can report a satisfactory state of things.

#### BUILDINGS.

The pressure of hard times prevents the advancement desirable in school-houses and premises. Many houses must soon be renovated, repaired thoroughly, and reseeded. Good, comfortable furniture can now be purchased at reasonable prices; and I believe the sentiment is growing in many sections that the best is not too good for the schools. As a school official, I feel impelled by a sense of duty, to press trustees to make improvements along this line.

During the year, Welsford, Upper Pereaux, Wolfville and Elmsdale have built new school-houses. These are all provided with patent seats and desks and are a decided improvement upon houses built even five years ago. Weston, Brooklyn (Aylesford), Brooklyn (Cornwallis), Sheffield's Mills, Mount Denson, and Avondale have made considerable repairs, reseeded their houses with approved seats and desks, and thus, I am able to report, are advanced in this direction. St Marys, W. Black Rock and Upper Nine Mile River are required, by the Commissioners, to build new houses; and Kingsport, Three Mile Plain, St. Croix and Cheverie to enlarge and repair so as to meet the requirements of the law. The new house in Upper Pereaux is to replace the one destroyed by fire last winter. It was insured and thus the loss was not so great as it otherwise would have been.

#### SCHOOL INSPECTION.

I made two hundred and seventy-one official, and several non-official visits to the schools during the term. Many of these visits were longer than I was accustomed to make in the past. It was found necessary to spend considerable time in explaining the changes made in the registers and return blanks. I invariably instructed teachers to complete their registers and sign them, *themselves*, and have them signed by the Secretary of Trustees before making out their returns. This instruction, in addition to your concise and clear notes in the April Journal of Education, led me to expect perfect returns. But nearly one-half of the whole number had blunders in them. These were found in the quarterly and general averages and percentages, in the number of minutes per week reported for the various groups of subjects—the sum of these varied from 200 to 2000—in the number of pupils in the various grades, the sum of which did not agree with the number enrolled, and in the sum of the attendance for the two half years not agreeing with the total attendance for the year. The number of days lost was frequently given wrong. I have fault too to find, in that all the questions requiring answers were not answered. It appeared that teachers and trustees answered or not, according to their estimate of the value of the answers to themselves. Frequently I was compelled to write for an answer to a single question—left out because some one did not think it of any consequence or from carelessness. It seems to me the rules



in the back of the Register are too plain to need a word of explanation for the teacher of the lowest grade. I regard these blunders, therefore, as the result of simple carelessness. I would suggest as a remedy for this either to withhold grants for six months, or impose a fine for each error, or publish the names of all who send correct and complete returns, with the understanding that all whose names do not appear on the list have not sent in acceptable returns.

#### REGISTERS.

I have already informed teachers that the past term's registers will be called up, and that all cases of incorrect or incomplete ones will be reported. To this end I purpose to notify schools of my next visit and ask for registers, agreements, licenses and all papers affording information concerning the school in all its respects. The register is printed on brittle paper, is too big for the old covers in use, and in consequence is crumpled on its edges and torn to an extent very undesirable in a document the trustees are required to preserve. This can be remedied by the use of a tougher paper, by making it a half inch narrower or providing covers to protect it as is now being gradually done.

#### WORLD'S FAIR.

The teachers and pupils of this district interested themselves to send some of their best work to me, from which to select for the World's Fair. From the large amount sent, I made selections of the best, as you instructed, and forwarded it to you. Those upon whom the labor came feel somewhat disappointed that so little of it was considered good enough for a place in the Nova Scotia exhibit, and teachers from here, who have visited the World's Fair, are of opinion that the specimens sent are far from our best, and do not fairly represent us. Of course the stimulus given to the schools in the preparation of the work, and the publication of the names of those whose work was forwarded to Halifax, had their beneficial effects at the time; but to be regarded as failing in the principal lines of work, as compared with others, was not expected; and then to be informed that the best of it went no further than Halifax, or does not appear as part of the exhibit, cannot fail to have its effect upon the schools, should anything of the kind be required in future.

#### SUMMER SCHOOLS, INSTITUTES, &c.

If there could be a Summer Normal School or Teachers' Institute established in each district or county, for four weeks, during each year, for the purpose of training young teachers, and old ones too, when they need it, in new methods; instructing them in the new subjects introduced into the course of study, and stimulating them to make more of their time in the school-room and do better work, it would prove of great advantage to the schools. One Normal School may train 150 teachers each year; but these are not enough to supply half the vacancies from ordinary causes. The time lost by not

knowing how to teach is making our schools too expensive for the progress made. Of the 265 teachers employed in Hants and Kings 68 only, hold Normal School diplomas. If the Normal School is what is claimed for it, then it goes without showing that all teachers should, in some way, be put in possession of Normal training.

#### STATISTICS.

I have sought to prepare correct statistics of the school work for the past term; but from the errors found in returns—which at much pains, and by correspondence, I sought to correct—I dare not say that I think they will do more than approximate the truth. I believe the way I have treated the matter of incorrect returns and the plan I have determined to follow for the next year will enable me in my next report to speak with more assurance of the corrections of the statistics to be submitted. I have begun on this line and shall not feel like discontinuing till the result is to my satisfaction.

Allow me to conclude this report by sending you the names, addresses and ages of the young persons, who have not attended school and who are deaf and dumb.

I have the honor to be, Sir,

Your obedient servant,

COLIN W. ROSCOE.

A. H. MACKAY, ESQ., LL. D.,

*Superintendent of Education.*

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#### DISTRICT No. 6.—ANTIGONISH AND GUYSBORO.

W. MACISAAC, B. A., *Inspector.*

SIR,—

The following report on the schools of District No. 6 for the year ended July, 1893, is respectfully submitted:

The total number of schools in operation in Antigonish was 89, and in Guysboro 85.

There were six sections without school in Antigonish during some portion of the year, and fourteen in Guysboro.

The total annual enrolment in Antigonish was 3532. The corresponding number in Guysboro was 3589.

Grand total of attendance: Antigonish, 258,355; Guysboro, 263,644.

It will be seen by reducing the grand total of both to the same basis, that the attendance for the past year, which was only three-fourths of the ordinary one, was less than that of the preceding.

By increasing the grand total of attendance in Antigonish by one-third we have 344,473 as compared with 365,450 for last year.

Similarly, the grand total for Guysboro for this year is less than that of the previous one by 36,018. The cause of the decrease was the unusual severity of the season during the months of January, February and March.

Average annual salaries paid to the teachers including Government grants are as follows:—

	MALES.			FEMALES.		
	B	C	D	B	C	D
Antigonish..	\$440.71	\$228.03	\$169.66	\$274.90	\$219.52	\$154.21
Guysboro ...	538.37	244.85	147.51	325.04	241.50	960.41

Number of teachers employed of different classes and sexes :

#### ANTIGONISH COUNTY.

	A	B	C	D
Male.....	1	5	21	14
Female .....		2	23	27
Totals....	A 1	B 7	C 44	D 41

#### GUYSBORO COUNTY.

	A	B	C	D
Male.....	1	4	5	4
Female .....		4	32	40
Totals....	A 1	B 8	C 37	D 44

A new school house has been erected at White Head; and a large and commodious department has been added to the Canso school, which will afford this flourishing section sufficient educational facilities in future.

The school house at Dover, Guysboro county, was destroyed by fire in July. It appears strange that such a serious misfortune should

happen at that season of the year, when, as I am credibly informed the locality was free from bush-fires.

At the meeting of the School Board at Guysboro in May, a new school section was established at Yankee Cove. The children of this sparsely-settled district have been in the past deprived of the benefits of a common school education; and the Commissioners of Guysboro with commendable public spirit determined that such a state of affairs shall no longer continue.

During my tour of inspection I found the teachers in general, energetic and attentive to duty. There is much truth in the trite saying that the teacher makes the school. But the efforts of the best and most skilful teachers often fail unless generously seconded by those of parents and trustees, which unfortunately in many instances is not the case.

School work is in many of our schools, particularly the rural ones, conducted by teachers of the lower grades, needlessly monotonous to the pupils. Though many of these teachers do creditable work in giving oral lessons on various natural objects, there is a large number who do not attempt this interesting part of school work from sheer diffidence, and because they did not make a special study of nature lessons in the school in which they were trained themselves. Indeed, the elements of a great many of the natural sciences by a little private study on the part of the teachers, could easily be taught in our most elementary schools. Besides the educational advantage which would result from work of this kind, it would remove much of the tedium that makes school life so unattractive to children. Classes might be taught to distinguish the principal organs of plants and flowers; to name and recognize the various forest trees of the locality or neighbourhood, the different materials of their own clothing, as cotton, wool, flax or silk, and the principal varieties of animate life from the insect tribes to the large domestic quadrupeds. The geography of the school vicinity, of hill, dale and brook, as well as the leading figures of geometry, as squares, triangles, circles, cubes, spheres and cylinders, might also be made from time to time the subject of inspiring oral lessons. The simplest mechanical laws, steam and electricity, in an elementary way, might also receive some attention. The importance of cultivating in the youth a taste for studies of this kind cannot easily be overestimated.

The Academy in Guysboro has been under the efficient charge of E. B. Smith, Esq., B. A., during the year.

The Antigonish Academy opened in September last under most favorable auspices. In addition to its usual staff of excellent professors, the services of the Rev. Angus J. Chisholm, B. A., D. D., were secured to teach Higher Mathematics, English and French. Early in November this brilliant and accomplished scholar fell a victim to typhoid fever, and died at the end of the month. His death, in the prime of life, was not only a loss to the institution, but

a loss to the community and the country at large. In him, with a mind truly majestic, were combined all the best and highest qualities of the true man and the good christian. The beauty of his character and chivalrous benevolence left impressions deeper, more enduring and tangible than mere "footprints in the sands of time."

The best criterion of the high order of work done in Antigonish Academy is the success of its candidates at the Antigonish Station at the Provincial High School Examination in July. Three of its students succeeded by respectable aggregates in obtaining Grade A (classical) scholarships. The success of those of its students who applied for grades B, C and D is highly gratifying.

Permit me in conclusion to express my sincere gratitude to you for uniform courtesies in our official relations.

I have the honor to be, Sir,  
Your obedient servant,

W. MACISAAC.

A. H. MACKAY, Esq., LL. D.

*Superintendent of Education.*

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#### DISTRICT No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. MACNEIL, B. A., *Inspector.*

SIR,—

I beg leave to submit the following report on the schools of my inspectoral district for the nine months' term, ended July 31st.

At the meeting of the Board of School Commissioners for the county of Cape Breton in May last, School Section, No. 76, Gabarus, was divided into two distinct sections. This division has since been confirmed by the Council of Public Instruction, and thus a difficulty of long standing, referred to in previous reports, has been finally and definitely disposed of. Thus also has the number of sections in the county been increased by one, but as the change only came into effect at the commencement of the current school year, the number of sections taken into account for this report will be the same as hereto-fore, 132. The number in the county of Richmond remains unchanged—70. Two petitions for division were presented to the Board, one of which was rejected and the other granted, but the C. P. I. declined to sanction the proposed division.

The number of sections having no schools in session any part of the term was, in Cape Breton County 19, and in Richmond 9. These numbers are unusually large, but they are the result of exceptional circumstances. It will be remembered that this was a transition

term inaugurating several changes in our educational system, one of which renders illegal the engagement of teachers for a period less than one year, "except by express authority from the inspector under special circumstances." Obviously this enactment applies to contracts entered into at the commencement of the yearly term, and does not contemplate that sections failing to secure teachers at that period shall remain vacant for the remainder thereof. It seems, however, that in several instances that have come to my knowledge, the latter interpretation was put upon it, while the saving permissive clause was entirely lost sight of or overshadowed by the direct prohibition. The same causes—the change of terms and annual engagements—rendered unavailable the usual recruits from the colleges and academies in the spring.

It would be difficult, if not impossible, to make comparative statements between this nine-months' term and the previous year of two semi-annual terms. I shall therefore only extract from the tables a few of the more important items in connection with the work of the term under consideration.

The number, class and sex of the teachers employed in the 111 sections having school in Cape Breton County and the 61 in Richmond were as follows:

	MALE				FEMALE			TOTAL		
	A.	B.	C.	D.	B.	C.	D.	M.	F.	Total.
Cape Breton..	4	20	26	23	7	42	39	73	88	161
Richmond	—	9	22	12	—	12	15	43	27	70

Of those in the former county, 18 were teachers employed for the first time, and in the latter, 7, making 25 new teachers in the district. Many other more or less interesting details of the classification and analysis of teachers as to period of service, etc., will be found in the accompanying tables.

The number of pupils registered at school in Cape Breton County was 6848, (3685 boys and 3163 girls) being exactly one in 5 of the population, making an average daily attendance of 3461.7 and an aggregate days' attendance for the term of 533,886. The number of children between the ages of 5 and 15 in the different school sections of the county is returned as 6754, and of those who did not attend school at all during the term as 672 or very nearly 10 per cent. The number enrolled in Richmond County was 2730—1504 boys and 1226 girls—one in 5.2 of the population, making an average daily attendance of 1359.7 and a grand total of 200,464. The number in this county between the ages of 5 and 15 is placed at 2,918, and those of them who did not attend school at 402 or 13.7 per cent. There

certainly seems to be something wrong about this state of affairs, but I must say that I would not by any means vouch for the correctness of the figures in this particular item. I have found it very difficult to procure correct returns under this head. After having taken what were looked upon as extreme measures, even to withholding the warrants for payment of the County Fund, to compel the correction of returns, I have reason to believe that the figures sent in were mere guesses, the returns themselves bearing evidence of the fact on their faces in the non-agreement of the total reported in section with the sum of those registered at school and the absentees. Trustees in large sections assert that they have no means of procuring the correct figures without a great deal of trouble which they seem to look upon as the duty of nobody in particular and which, therefore, no one is willing to assume, forgetting that their secretary could, with very little trouble, take this miniature census when collecting the sectional school rates.

While on the subject of returns, I may state that I have been greatly perplexed and retarded in my work of compiling the statistics by the inaccuracy and incompleteness of many of them. A great many had to be referred back for correction (some, indeed, a second time!) after the first cursory glance or after having been used for the primary purposes of government grant and county fund distribution sheets. With an almost entirely new form of return some mistakes and omissions were to be expected, but I was not prepared for such an amount of blundering and inconsistency. The returns, though largely corrected, will still in a great measure bear me out in this statement when they reach your office. There is as much to complain of for the sins of omission as for those of commission. There is far too much laxity in this matter of school returns—documents, the correctness and completeness of which have to be attested under oath by teacher and solemnly certified by trustees. Do representative men elected to fill the serious and responsible position of trustees of public schools mean nothing when they append their names to a declaration like this: "We certify \* \* \* \* that we have faithfully sought to procure accurate answers, which are recorded in the register to *every enquiry* found in this return, and we further certify that this return is, *to the best of our knowledge and belief correct in every particular?*" And yet I found in a certain school several days before the close of the term a *blank form* of return certified as above over the signatures of the three trustees! Needless to say that that blank form never served its intended purpose, but the incident goes to show how readily some people can be got to certify to anything or *nothing*; while the many columns in the returns found unfilled and questions left unanswered would seem to indicate a widespread conviction that a considerable portion of the forms is gotten up for the sole purpose of giving employment to the printer. One would certainly have thought that the directions and injunctions laid down in the April edition of the Journal of Education were sufficient to ensure, as nearly as possible, absolute perfection or at least a conscientious endeavour to procure the information asked for; but the futility of the expectation was painfully brought home to me, as

already stated, in the compilation of my annual returns. In the columns, for instance, requiring "the average number of minutes per week taken by teacher during the year in giving instruction in the various groups of subjects specified below," how many of the figures given are absurd! It would be wearisome to go into details. Again in the matter of the "Analysis of High School Studies" I am certain that many teachers have not done justice to their schools, for I have personal knowledge of some wherein I examined classes in High School subjects, the returns from which contain no records of pupils in those grades. This neglect accounts for the County of Richmond getting credit for only 12 High School pupils—see Tables IX and X. The omissions referred to were, however, noticed too late to have them supplied.

The new school building at North Sydney was occupied after the Christmas holidays. It contains eight large rooms with spacious halls and all necessary ante-rooms, and closets, is thoroughly heated by hot water and well and completely furnished. It is the largest and finest public school building in Cape Breton and is a credit to the enterprising town that erected it.

An additional department was opened in Gowrie Section (Cow Bay) on the 30th January, making the sixth in that thriving section. The building erected for its accommodation is situated some distance outside the village, near the workings, and is rather a neat building, but poorly planned for a modern school-house.

South Head, to whose misfortunes reference was made in my two last reports, with indomitable pluck replaced its many burnt school-houses by still another new one, and was enabled to open school the latter part of the term—April 17th. A new school-house, to replace the one destroyed by forrest fires in the summer of 1892, was being erected at Lakevale, near Sydney, and would be ready for occupation for the beginning of the current term.

The county of Richmond has not much to show in the matter of buildings. The school-house of Rockdale was neatly finished inside and now makes one of the neatest and most comfortable in the rural sections of the county.

None of the several school-buildings condemned last year have as yet been replaced, the trustees in each case having obtained an extension of time, on account of sectional difficulties of different kinds. The school-house and site, at Poirrierville (Lower D'Escousse), were condemned at the last meeting of the Board. Two school-houses were destroyed by fire—the one at Loch Lomond, section No. 35, on the night of the 18th November, and that at Bray, section No. 49, on the night of December 23rd, the origin or cause of fire in both cases being unknown.

Trout Brook, in Cape Breton county, also had the misfortune of losing its school house by the disastrous forest fires of last summer, this being the second time within a few years.



All the schools in the district were visited once during the term with the exception of a very few which, for unavoidable reasons, could not be reached but at the sacrifice of a great deal of time. Only a few could be visited a second time. As you are aware, the recent changes entailed upon Inspectors, during the past term, a great deal of unusual work in the way of correspondence—answering questions, circulating new forms, distributing World's Fair circulars, etc. In addition to this the lateness of the publication of the Journal of Education caused a great many sections to omit calling their annual meetings at the proper time, thereby necessitating an application to the inspector under the law, to appoint a day for a special annual meeting.

I attended meetings, either by appointment or by request, in the following sections having no schools in operation, with the results named: November 9th, at Beaver's Cove, a public meeting of rate-payers to assist in putting the section on a proper legal footing with a view to enabling the trustees to engage a teacher. School was opened on the 14th of the same month. November 25th, met the trustees of L'Ardoise, section No. 28, to provide a class-room and an assistant. Class room was prepared and opened on November 28th. November 26th, met trustees of Grand River to determine upon a site for a new school-house. A site was chosen and sanctioned then and there. November 26, attended a meeting of rate-payers of Loch Lomond, No. 35, after the burning of the school-house, in order to take measures, if possible, for continuing the school in temporary quarters, and to provide for a new building. Nothing was effected, owing to a difficulty as to disputed boundaries and other causes of disagreement. April 12th, met Secretary of Trustees of Petit-de-Grat, section No. 8, to determine site of projected new school-house, size and plan of building, &c., all of which was satisfactorily arranged. Several other vacant sections were visited in the course of my regular tours of inspection, without previous notice or appointment, and without, to my knowledge, any immediate or determinate results.

At the Sydney Academy, there were registered during the term 72 pupils, 70 of whom are reported as following the full regular course of studies, and the remaining two only a partial or special course; 42 belonged to the town, and 30 were from beyond its limits, every county of the Island being well represented. The average daily attendance made during the term was 42.7. The number pursuing the different grades of the course was as follows: Grade IX, 36; Grade X, 26; Grade XI, 10. Some \$20 cash and other prizes were distributed, aggregating in value \$105. The Academy continues under the efficient management of Principal MacKeen, with Vice-Principal Stewart. Besides the usual staff in the common school departments, which remains unchanged, three departments conducted by the Sisters of the Congregation de Notre Dame, have been taken over under engagement with the School Board, making now, with the "Creek School"—a primary sub-urban department—ten departments under the control of the town commissioners.

The following are the sections of from two to ten departments, with the number of pupils pursuing more or less closely the High School course. I place them in the order of attendance of such pupils: Sydney Mines 50, Little Glace Bay 40, Bridgeport 39, North Sydney 33, Gowrie 27, Louisburg 9, Low Point, Block House and Mainadieu each 5, and Reserve and Lorway 0. Two departments were in operation in Gabarus, but they cannot be said to have constituted, strictly speaking, a graded school. In all these schools good live teachers are generally employed, and excellent work is being done, as well as in many of the miscellaneous schools throughout the district, and it is, not too much to say that we are making (perhaps slow) but sure progress along the line.

With thanks for your unvarying kind attention and courtesy,

I have the honor to be, Sir,  
your obedient servant,

M. J. T. MACNEIL.

A. H. MACKAY, Esq., LL. D.

*Superintendent of Education.*

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#### DISTRICT No. 8.—INVERNESS AND VICTORIA.

JOHN Y. GUNN, *Inspector.*

SIR,—

I beg respectfully to submit the following condensed report relating to the present condition and progress of education within the counties of Inverness and Victoria during the nine months ended, July, 1893.

It may be necessary to state at the outset that changes recently introduced in the prescribed regulations for the government and maintenance of the public schools throughout the province, have very largely increased the clerical duties of this office—thus materially hampering the regular duties of school inspection. The School Act, in its amended form, is now, however, in the hands of every board of trustees within the District. It is therefore to be hoped explanations relating to school registers, length of term, dates of teachers' pay days, together with varied intricacies relating to the public examinations, are by this time fairly well understood by all parties concerned, and that hereafter the legitimate functions of accredited visitors may not be seriously impeded.

Within the present quarter of a century, this district has improved immensely both materially and educationally. The country was then

covered with the virgin forest, and in the fierce struggle for existence with which the early settlers had to contend, aesthetics were sacrificed to utility, but increased comfort and improved social relations, together with the magical influence exercised by the establishment of "Arbor Day" in connection with the public schools, has gradually evolved a marvellous change. Then a tree was regarded as a deformity to be plucked out and destroyed—now nearly every homestead is decorated with ornamental trees, and even along the lanes and highways an occasional evergreen graces the beauty of the landscape.

In 1864 free schools were established by Act of Parliament throughout the province. Messrs. James McDonnell, of Port Hood, and Angus McIver, of Little Narrows, were appointed School Inspectors for the Counties of Inverness and Victoria respectively. By these gentlemen, in conjunction with the local land surveyors and school commissioners, each county was sub-divided into district school sections, and the boundaries of each section engrossed in the commissioners' record books. In Victoria the County Academy was established at Baddeck, and in Inverness schools of advanced character were founded at Port Hastings and Port Hood, in South Inverness and at B. C. Marsh and Margaree Forks in the north.

Under the new law superior schools were established in both counties. Schools so distinguished were required by the regulations to be of a high order; the building, furniture and apparatus to be first class and the teacher of high rank in his profession. The competing schools were specially inspected and full notes sent to the Education Office—the final arbitrament being relegated to that tribunal. The grant was unquestionably a potent stimulus to high effort on the part of both teacher and trustees.

In 1870 the grant was withdrawn, but the impulse imparted through this extra agency is felt in the localities to which the grant was awarded unto this day.

For several years the Academy grant in Inverness was distributed by the school boards to assist indigent school sections in building and equipping their school houses with improved furniture and apparatus. But, by a Minute of Council dated April, 1877, the Academy grant was withdrawn, to be given thereafter as a *bonus* to four advanced schools in the county. This was the origin of the Inverness Select School Grant. The county, however, comprises *two* sub-districts and the selection of advanced schools, fulfilling the conditions imposed under the Act, involved the local educational authorities in a succession of vexatious broils. A special meeting was called in March, 1879, and soon afterwards, by a Minute of Council each board was allowed the privilege of selecting *four* special schools, each to receive an equal allotment of the grant.

Sometime after, the Act was annulled and the County Academy for Inverness was established at Port Hawkesbury.

Here and now I beg to express my obligations to Messrs. A. & W. Mackinlay, booksellers and stationers, Halifax, for their thoughtful generosity in furnishing, on several occasions, boxes of books and other school requisites for gratuitous distribution to poor children in indigent school sections; to Dr. Selwyn and Hugh Fletcher, Esq., of the Geological Survey, for a valuable cabinet of rocks and minerals of the Dominion; to the gentlemen comprising the school boards, for their punctual attendance at the regular annual meetings; and to W. W. Williams, Esq., for inserting copies of the minutes of the school boards in the "*Hawkesbury Bulletin*."

Within the district there are institutions of a private or special character—the public educational appliances being solely confined to the County Academies of Port Hood and Baddeck, and to the High School at Port Hawkesbury, together with the miscellaneous and graded schools distributed through the hamlets and most thickly settled localities generally.

The *Port Hood Academy* comprises *two* separate buildings, *one* at the southern end of the village and the other at the west. The main building consists of *two* departments—the *academic* and *intermediate*. The Convent School, which is affiliated with the Academy and is intended exclusively for girls, has also *two*—the preparatory and elementary. Artistically, the main building of the Port Hood Academy does not reflect much credit upon the large and moderately wealthy county of Inverness. The style is neither Doric nor Ionic, Corinthian nor Composite. The rooms are, however, large, and the appliances for heating and ventilation, ample. The Convent School had at one time been the residence of a gentleman in the village, and all the departments are well finished and furnished with imported desks and chairs.

The County Academy at Baddeck is a plain, unadorned public building, consisting of *four* rooms,—*two*, the *advanced* and the *elementary* on the lower flat, and *two*, the *preparatory* and *intermediate* in the storey above. All the rooms are well finished and supplied with improved furniture throughout. The academy is also furnished with a Globe and Gazetteer, together with a fine cabinet of geological specimens of local rocks and curios from heathen lands. The site is poor—being several feet lower than the street in front.

*Hawkesbury* is the only village within the district invested with civic dignity. Ever since the inauguration of the existing school system the trustees insisted upon having the best teachers available. The rate-payers always voted a handsome sum for school support. The present building has been in use for over a quarter of a century, but it has been lately renovated.

The institution now consists of *four* departments, the *high school* and *preparatory* on the same flat, and *primary* and *intermediate* in the storey below.

For many years the high school was awarded the Academy Grant. But Port Hood being the capital of the county it was transferred thither, *ten or eleven* years ago. Since then the teacher of the advanced department has been accorded an additional allowance from the provincial treasury, as provided in Regulation 16.

*Port Hastings* has *two* departments for the present. Both are in charge of Normal School graduates of high standing.

*Mabou* has *two* district buildings—one for both sexes in charge of a teacher of Class B—the other being the neighbouring Convent, consists of *three* departments—the *preparatory* and *intermediate* exclusively for girls on one flat and the primary for boys in the storey below. Both buildings are thoroughly finished and furnished with imported Dawson seats and desks.

The graded school at Whycocomagh consists of *two* departments—the *advanced* having been in charge of a Normal School graduate of the first Class and the *elementary* of an experienced teacher of Class C. The building is old and more or less delapidated. But improved accommodation is contemplated.

At Belle Cote the building is well finished and furnished with all the ordinary school requisites. Here the children are largely French and the elementary department is always in charge of a person who can speak and read that language.

At Grand Etang *two* of the departments in the convent school has been lately closed, and all the school going children of the section are now crowded into *one* school with *one* teacher and *one* or *two* assistants. This is a matter of regret to every friend of educational progress within the section.

*Miscellaneous Schools* of high character are also established in the wealthiest localities, in each sub-district. The names of each section may be of some interest for the purposes of comparison:—

#### SOUTH INVERNESS.

Hillsboro, No. 27,  
West Bay, " 40½,  
Little Harbor, " 44,  
Brook Village, " 34,

#### NORTH INVERNESS.

Margaree Chapel, No. 8,  
Margaree Forks, " 9,  
Margaree Harbor, " 31,  
Broad Cove Marsh, " 34,  
Brook, No. 34½,

VICTORIA.

Englishtown, No. 50,  
East Ingonish, " 64,  
New Haven, " 73,  
South Ridge, " 86,

and a number of others which is not necessary to specialize.

The necessary funds for the support of the public schools are derived from the following sources—The Provincial Treasury, the County fund, and local assessment. The Provincial grant is paid semi-annually directly to the teachers—the first instalment in February and the second in August. The County fund is apportioned annually, and the trustees of each section are furnished with warrants for their money upon the County Treasury. The balance of the sum voted at the annual meeting is levied upon the section without any unnecessary delay—and the trustees are then in a position to discharge their obligations to the teacher.

During the past year of nine months, teachers of Class A in the County of Inverness were paid at the rate of \$695; B's, \$265; C's \$220 and D's \$185. Female teachers as a rule received rates somewhat lower. In Victoria the A teachers employed in the Academy were paid but \$560 for the *nine* months; B's, \$262; C's \$230 and D's \$185, while female teachers were paid a shade higher in all the Classes.

Number of teachers employed during the past *nine* months in both Counties may be tabulated as follows :—

*Term ended February 3rd, 1893.*

VICTORIA.—No. Teachers Class A.....	1
" " " " B.....	2
" " " " C.....	22
" " " " D.....	34

INVERNESS (South).—No. Teachers Class A.....	3
" " " " B.....	5
" " " " C.....	29
" " " " D.....	36

INVERNESS (North).—No. Teachers Class A.....	0
" " " " B.....	9
" " " " C.....	16
" " " " D.....	38
Assistants.....	9

*Term ended 7th July, 1893.*

VICTORIA.—No. Teachers Class A.....	2
" " " " B.....	2
" " " " C.....	25
" " " " D.....	40

INVERNESS (South).—No. Teachers Class A.....					3
"	"	"	"	"	B..... 8
"	"	"	"	"	C.....31
"	"	"	"	"	D.....48
INVERNESS (North).—No. Teachers Class A.....					0
"	"	"	"	"	B..... 9
"	"	"	"	"	C.....22
"	"	"	"	"	D.....36
Assistants.....					11

*The County Academies.* Mr. Hall who was in charge of the Baddeck Academy during the first quarter was succeeded by Mr. Johnson, who, after a few weeks' service, was forced to retire on account of ill-health. Mr. T. C. McKay now holds the fort. Mr. McKay has the distinction of being the youngest A graduate in the Province, and if heredity counts, he should be a paragon of unobtrusive honesty and indefatigable application.

The trustees of the Port Hood Academy have indicated their appreciation of Mr. McIntosh's signal success, both as an instructor and citizen, by re-engaging him for the current year at an advance of salary.

The Indian School at Whycocomagh has been, during the past year, in charge of Mr. Victor Christmas, a native Micmac, of Class D. This school was officially visited early in June. The registration was fairly good, but the attendance small, the average up to date being only 8. I was assured the number of children present was not a fair representation of the ordinary attendance. The children were examined in English reading and spelling, including dictation, together with arithmetic, including the multiplication and simple commercial tables. The building is large and comfortable, well finished, and sufficiently furnished with benches, blackboards and maps.

Miss McEachern, who is a duly licensed teacher of Class C, is in charge of the Waganatcook school, where she has been employed for many years. Her ignorance of the vernacular language places her of course at a disadvantage, but her long experience and her untiring patience and cheerfulness in contending with a host of difficulties renders her a most valuable public servant. The school-house is a fine, well finished building. The furniture, although of the long seat pattern, is good of its kind—there is sufficient black surface for ordinary service—together with maps of the Maritime Provinces and Dominion of Canada.

The school houses in both sections are intended for public worship on Sunday, and as will be readily understood, the seating accommodation has been constructed with a view more to the convenience of adults than of school going children.

From the foregoing synopsis it will be observed that the educational appliances provided within the district, are quite ample to meet the

reasonable requirements of the resident young and rising generation—miscellaneous schools in the rural settlements, graded schools in the villages, and academies in the country towns—together with the Indian schools located at the Indian Reservations of Inverness and Victoria.

The course of study prescribed by law is used in all the public schools, and in cases where for various reasons its provisions cannot be strictly carried out, it is utilized as a general guide for the proper arrangement and orderly sequence of studies and a basis of classification. As is well known, its primary aim is to improve the education imparted to the children, not so much with a view to make all schools alike by impressing on their operation a mechanical uniformity as to make each school more effective by giving to its work a definite and continuous character.

That the regular annual high school examinations are now unified with the course of study in the public schools, furnishes an additional reason for its virtual adoption in all the public schools.

The Provincial High School examination was conducted as usual at the following stations:

#### PORT HOOD.

Deputy Examiner, the Inspector, assisted by D. F. McLean, Esq.

No. candidates, 46—one B, 15 C's and 30 D's. 13 of the applicants were successful, the rest failed. The highest averages were made by P. S. Smith, 454 B; Malcolm McPhail, 445 C; William McDonald, 419 D.

#### BADDECK.

Ewen McAskill, Esq., Deputy Examiner.

No. candidates, 33—1 A, 4 B's, 4 C's and 24 D's. 15 were successful, the rest failed. The highest averages were made by J. M. Macritchie, 1258 A; Tena McLean, 544 B; John J. McAskill, 521 B.

#### PORT HAWKESBURY.

Dr. P. A. McDonald, Deputy Examiner.

No. candidates, 19—4 B's, 8 C's and 7 D's. 13 were successful, the rest failed. The Highest averages were made by John Archy McLellan, 515 C; Joseph D. Matheson, 430 B; Lizzie J. Reeves, 411 B.

#### MARGAREE FORKS.

Dougald Campbell, Esq., Deputy Examiner.

No. candidates, 13—1 B, 1 C and 11 D's. 3 were successful and 10 failed. The successful candidates were P. A. McGarry, 310 B; Amy L. Ross, 314 C; Sarah L. Doyle, 423 D.



**CHETICAMP.**

**Dr. Fiset, Deputy Examiner.**

No. candidates, 8—3 C's and 5 D's. 3 were successful and 5 failed. The successful were Michael Crispo, 453 C; Dan Buckles, 477 D; Mary S. LeBlanc, 402 D.

On Saturday, the 8th of July, the Minimum Professional Qualification Examination was held at the same stations.

**PORT HOOD.**

No. candidates, 20—successful, 11; failures, 9. The three making the highest averages being :

William McQuarrie, 134.	Third rank.
Kate A. Kennedy, 133.	" "
John D. Murray, 124.	" "

**BADDECK.**

No. candidates, 13—successful, 11; failures, 2. The three making the highest were :

Duncan McAskill, 134.	Third rank.
John McIver, 128.	" "
Murdo McIver, 126.	" "

**PORT HAWKESBURY.**

No. candidates, 8—successful, 6, failures, 2. The three making the highest averages were :

Annie McDonald, 158.	Second rank.
John A. McLellan, 153.	" "
Hector McDonald, 147.	Third rank.

**MARGAREE FORKS.**

No. candidates, 9—successful, 4; failures, 5. The three making the highest averages were :

Michael E. Coady, 119.	Third rank.
Mary J. Cameron, 113.	" "
Peter Coady, 106.	" "

**CHETICAMP.**

No. candidates, 4—successful, 3; failed, 1. The names of the successful :

Dan Buckles, 127.  
Lucy Arseneaux, 126.  
Mary S. LeBlanc, 106.

In connection with the general results of the public examination, it may not be amiss to append the results of the examinations as far as the county academies and high school at Hawkesbury are concerned :

#### PORT HOOD.

22 candidates—1 B successful. 10 C's—1 successful in obtaining grade applied for and 3 obtained Grade D.

Minimum Professional Examination. 7 candidates—2 obtaining third rank certificates.

#### BADDECK.

12 candidates—of these 3 went up for B, 3 for C, and 6 for D. 3 obtained B and 5 D. This last includes 2 who failed to obtain C but who obtained D.

#### HIGH SCHOOL, HAWKESBURY.

11 candidates—4 B's and 7 C's—2 B's successful, and 3 C's in obtaining the grade applied for. 2 of the B candidates obtained C, and 4 of the C's obtained D.

The rather limited number who passed at the July examination has necessitated the employment of teachers with only permissive authority. I am exceedingly sorry that such should be the case. I am, however, quite satisfied that many to whom this privilege has been accorded are fully as capable as some teachers who are regularly licensed. The system, however, is bad.

With respect to our educational standing during the past year, I beg to assure you that we were well provided for. The fact that six teachers of Class A were employed, abundantly verifies this statement.

So far as general results are concerned, I may say that I am myself a disciple of Herbert Spencer. Every one has a hobby. Mine is the three R's. A high school education is admirably adapted for the *'oi ologoi* of the community, but for the *'oi polloi*, something of a more practical character would be more serviceable. I believe (1) every child in the county should receive such an education as will fit him for that rank and position in life to which he is adapted ; (2), our schools should give every child that kind and degree of training which his abilities and environments demand ; and (3), training required should recognize the triune nature of the child, viz : his physical, intellectual, and moral nature. Physically, he should be trained to the performance of such physical labour as may be required of him when he assumes the *toga virilis*. Intellectually, his natural inclination should be consulted and his studies adapted to the natural trend of his mind, and morally, his individual accountability for every thought, word and action should be constantly impressed upon him.

Every youth in the land should be taught how to harness a horse and drive a carriage, how to row and manage a boat, how to swim and resuscitate a person apparently drowned, and how to conduct himself generally in any emergency.

I beg to congratulate you upon your success in raising the standard of the teaching profession throughout the Province, and in engrafting the syllabus of examination upon the lines of the prescribed course of study. Had this policy been adopted years ago, there would not have been so many failures at the recent examination of teachers within this district. It was also a happy thought to have the age limit of the candidates for classification in scholarship annulled and to have the limitation of fees confined to candidates for the Minimum Professional Qualification Examination.

Early in July two of our most promising teachers were called to their long homes—James D. Gillis and John L. McKinnon. Mr. Gillis in addition to his regular professional duties was one of the Government Land Surveyors for a number of years. Mr. McKinnon was a student of high promise. Both taught in the section in which I reside, and I knew them intimately. I never knew young men who were actuated with higher conceptions of rectitude or moral purity.

In conclusion allow me to express my high regard for you personally and professionally, and to thank you most sincerely for your courtesy and forbearance during my official intercourse with you in the education office.

I am dear Sir,

Very truly yours,

J. Y. GUNN.

To A. H. MACKAY, ESQ., LL. D.  
*Superintendent of Education.*

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DISTRICT No. 9.—PICTOU AND SOUTH COLCHESTER.

W. E. MACLELLAN, LL. B., *Inspector.*

SIR,—

I beg leave to submit the annual report of my inspectorate for the year ending July 31st, 1893.

During the said year or nine months term, 167 schools were in operation in the county of Pictou and 75 in the district of South Colchester.

In Pictou county five sections, namely: Mount Adam, Green's Valley, McIntosh Mills, Fraser's Mountains and Carriboo Island, were without school throughout the period mentioned. The three first named are weak sections with but few pupils; and in the past have usually only maintained school in the summer term. Hereafter they will probably adapt themselves to the new order of things, and keep their schools open, as heretofore, for a considerable portion of the year. Fraser's Mountain is permanently disorganized and might as well be struck off the list of South Pictou sections. It has had no school for years, its pupils being within easy reach of other schools. Carriboo Island has been without school since 1889. There are very few children of school age in the section. The last term in which its school was open the average attendance was between two and three.

In South Colchester four sections were without school, namely:—Kemptown, Springmont, Green's Creek and Southvale. The two former have long been disorganized, mainly from lack of school children. Southvale had its school house burnt over a year ago and has not yet re-built. A good many of its children are attending Meadowvale school. It would be better for both if these two sections could be united. Green's Creek is a weak section, but much more able than it would seem to be willing to maintain school.

The new and lengthened school term has operated to the disadvantage of a number of poorer sections, which have heretofore been in the habit of maintaining school only in summer. In several cases in my district such sections have buildings fit only for occupation during the warmer weather, no provision having been made for winter work, because, owing to scattered settlement, there would be no attendance of pupils at that season. Such sections have experienced, and are likely to experience, considerable difficulty in finding teachers willing to engage for the three first and three last months of the new school year.

During the year two school houses have been built. The Camden, South Colchester, building was destroyed towards the end of the first quarter, the East French River, South Pictou, building at the close of the third quarter. The fire in the latter case was undoubtedly of incendiary origin. You are aware of the dispute concerning the school house site which has been going on for years at French River. You are also aware of the settlement effected last winter and the agreement entered into between the parties, to the effect that the late school house should be accepted and used for school purposes "so long as fit for occupation." Although only a year old, it has been effectually unfitted for occupation by means of petroleum and matches.

Both the Camden and French River registers were destroyed with the buildings; so the statistics furnished by these sections are mainly estimated.

Another unfortunate event of the year in my district was the loss, by drowning, of Mr. James McGregor, teacher at Big Island,

Merigomish. As no one was with Mr. McGregor at the time of his falling into the water, and as his body was not recovered for several months, a doubt of his death was entertained for a time by his family and friends; consequently no teacher was engaged by the section to complete the school term. The return from Big Island is therefore unattested; but inasmuch as it was made out at my request by Mr. Fred. W. Mitchell, a Class B teacher employed at Merigomish, I have no doubt of its strict accuracy.

At the annual meeting of the Board of School Commissioners for South Pictou, in May last, a new section was laid off at Ferrona and Eureka in the county of Pictou. The action of the Board was subsequently ratified by the Council of Public Instruction and the section duly established. It has since been organized, and is now preparing to erect a substantial school-house with rooms for the two departments, which will be required as soon as they can be provided.

Hopewell Section has been somewhat weakened through the establishment of the new section at Ferrona; and Riverton has been left with a mere handful of pupils. It is to be regretted that the latter section was not at once divided up among adjoining sections. Upper Hopewell, also, might well have been dismembered in favour of Hopewell and Lorne.

Camden has about completed a new building to replace the burnt one. This is the only new school-house erected in my district since the date of my last report. A number of sections, however, have arranged to thoroughly repair and re-furnish their buildings during the summer holidays, having the work completed in time for the re-opening of school at the beginning of the new year.

In addition to the new school-house to be put up at Ferrona, New Glasgow has voted \$25,000 for the erection of a new high school building, which, when completed, will probably be one of the handsomest of its kind in the Province. Westville, also, is preparing to put up a new two-roomed building to accommodate its ever increasing school population.

A petition for the establishment of a new school section at East River, St. Mary's, was again presented to the Board of School Commissioners for South Pictou at its last annual meeting, and was once more negatived.

Alma School Section, in the district of South Colchester, appeared a second time before the annual meeting of Commissioners at Truro with a petition for the division of the section into two parts. The petitioners having failed, as on a former occasion, to give legal notice in the section of their intended application, the Board was unable to consider the matter. It is probable that the petition will again be brought forward, although the whole section has only an annual enrollment of 54 and a total valuation of \$19,740. One of the pro-

posed new sections would have some twenty pupils in all, and a valuation of six or seven thousand dollars. The inclination of the people seems to be to increase rather than to lessen the number of schools. Alma Section is badly in need of a new school-house; but the building of it is being delayed as long as possible in the hope that the privilege may be obtained of putting up two instead of one.

During the year I have visited all the school sections in my district, with the exception of Pictou Island, and inspected all the schools open at the time of my rounds. School work has been proceeding along the usual lines. I think I can note some improvement in the methods of teaching geography and language. Arithmetic is a poorly taught subject in many schools. The great defect in the schools generally is the too slavish adherence to text books. Many teachers seem to think that their sole function is to listen to home-prepared "recitations." The directions given in the new registers ought to do much to correct this most harmful idea, if only teachers can be induced to study and practise them. But a great deal of time would seem to be required to effect any material change in traditional methods of teaching. I believe that if the Educational Department were to issue a brief manual to teachers, containing simple and precise directions as to the way in which the various subjects in the prescribed course of study should be taught, improvement might be effected in a comparatively short time. The official character of such a publication would secure for it prompt and careful attention, and it would provide inspectors with a means of enforcing their directions.

The statistical tables herewith furnished you will afford detailed information concerning educational work in my inspectoral district. I am sorry to be forced to say that the returns from which these tables have been compiled are by far the worst that have ever been sent me. The new forms of return would seem to have overturned the reason of not a few of those who undertook to fill them out. That at least would be a charitable assumption, since affidavits were duly made to the correctness of a good many which displayed unmistakable marks of worse than ordinary carelessness. I had to send a number back to be re-written, still more should have gone, and would, but for the difficulty of finding teachers when once their engagement in a section has terminated. One teacher, the holder of a Class C license, gravely asserted that the school over which she presided had "534½" pupils "on register at end of first quarter," that her average daily attendance out of that number was "9.7" and that the per centage of attendance during the quarter was "46.8." She further alleged that she had "728" on register at end of second quarter and "671" at end of third quarter. Then to clear up these little complications she went on to state that the "number of children in the section from 5 to 15 years of age" was "7," and that the "number of those who had not attended school at all during the year" was "7." The whole of this return was of a piece with the foregoing quotations. It is unnecessary to say that none of the others came quite up to this standard of absurdity, but some were not far behind.

The "estimates" of the value of school property, &c., you will find very far from even approximate correctness in many cases.

The "time table" is in large part mere guess work—the guessing frequently of the wildest character. Teachers, generally, complain seriously of this table, alleging that they cannot conscientiously apportion their time in the minute and exact manner required. In miscellaneous schools, particularly, the oral subjects, and not a few others, are taught just as occasion arises, and often in connection with other subjects. It is then difficult in the extreme, if not impossible to give anything approaching an accurate account of the time devoted to them. In miscellaneous schools, too, the teacher is frequently occupied with two classes in different subjects at the same time. Then there is the further element of the uncertainty in the varying size of classes from day to day and quarter to quarter. Such are some of the objections of honest and capable teachers to the time table of the return.

The one year term is, I believe, affording general satisfaction. The prevention of the former system of half yearly changes of teachers, prevailing in so many sections, cannot but prove highly beneficial. An improvement seems to have been effected already in the matter of regularity of school attendance on the part of pupils. Formerly the attendance began to fall off rapidly towards the end of each term as well as at the approach of the summer holidays. The autumn break up of the schools will certainly be prevented to a large extent for the future. Many of the larger pupils will yet, as a matter of course, in the country districts, leave school about the first of April; but as younger pupils will then be beginning to come in, the schools will not wear their former deserted and disheartening appearance at that season.

The only complaint I have heard respecting the new school year in the country districts is its too great length. The children grow weary of so long a period of steady attendance, and manifest an almost irresistible inclination to withdraw from school towards the end of the year. I found a number of schools almost deserted in July last, and one or two closed entirely for want of pupils. Many parents maintain that their children should have a longer period out of the year for home work and home training. I believe it would be found, were a nine months' term made optional, that a large majority of sections would avail themselves of it.

The question of payment for School Commissioners came up again at the annual meeting of the Boards of South Pictou and South Colchester. It is the opinion of both Boards, that an allowance of at least two dollars per day should be made to members in actual attendance at the meetings of the Boards, or when engaged in special committee work—this sum to be deducted from the County Fund. If a regulation giving effect to this suggestion were to be enacted it would no doubt have its effect of increasing the attendance at Com-

missioners' meetings—something much to be desired. I have been requested to lay this matter before you for the consideration of the Council of Public Instruction.

I have the honour to be

Your obedient servant,

W. E. MACLELLAN.

A. H. MACKAY, ESQ., LL. D.,  
*Superintendent of Education.*

### DISTRICT No. 10.—CUMBERLAND AND N. COLCHESTER.

INGLIS C. CRAIG, *Inspector.*

SIR,—

This district is under the general supervision of four boards of Commissioners, representing Cumberland (proper), Parrsboro, Sterling, and West Colchester.

The following information relative to each of the four districts is gathered from the statistical tables forwarded herewith:

Commissioners' District.	No. of Com.	Chairman of Board.	Sections.	Teachers.	Pupils Enrolled.	Provincial Grant.	County and Sectional Aid.	Cost of maintenance of each Pupil at School.
Cumberland.....	14	Rev. V. E. Harris.....	127	151	6688	\$8125 62	\$30757 10	5.81
Parrsboro.....	10	Rev. Simon Gibbons.	30	30	1443	1805 93	6598 11	5.82
Sterling.....	11	J. Millar, Esq.....	30	30	1077	1652 14	3635 75	4.90
West Colchester..	7	J. C. Crowe, Esq.....	31	53	1753	2365 86	7256 89	5.47

The entire cost of educating 10,961 pupils for the school year of nine months was \$62,167.40 or \$5.67 per pupil, or at the rate of \$7.56 for a full school year.

There are 7 graded schools in Cumberland; 5 in Parrsboro; 1 in Sterling and 6 in West Colchester. Of these, Springhill, Parrsboro and Acadia Mines are the largest. The former two enjoyed the High School grant during the past year. W. W. Torey, Principal at Springhill, established his claim by passing at the government examination in July, the number of pupils required by the department. This endorsement of my recommendation gives me pleasure.

Thirty-eight per cent. of the teachers of this district are graduates of the Normal School, and 18 per cent. are in the public service for the first time.



Five and one half per cent. of the entire enrolment are classed as high school pupils.

I have made these notes relative to the condition of houses, apparatus and school grounds.

#### CUMBERLAND PROPER.

Stake Road, No. 4.—This section has a very poor house. The trustees give the Board assurance that it will be replaced by another one at an early date.

Six Mile Road, No. 9.—The school house here was in a wretched condition. At the suggestion of the Commissioners it has been completely remodelled.

The school rooms in Middleboro No. 11, Mapleton 63; Pugwash River East 23; Wallace Bay 10; Lower Wentworth 12, and Joggin Mines 51, were condemned at the Board's regular meeting in May, as unfit for school purposes. In most instances where condemnation was a necessity the sections were only awaiting the will of the School Board, and have very promptly taken steps to build anew. From the minutes of a special meeting held at the Joggins, I learn that \$3000 has been voted to build a house of four departments.

Wallace 8.—The advanced department has been re-seated with modern furniture.

Northport 36.—An extension was made to the school house here to accommodate the increased attendance more comfortably.

Amherst Academy.—This is now being occupied for the first time, and every parent feels that here his children cannot have a better home than in these elegantly furnished apartments. The heating and ventilating by the new system, Fuller and Warner's, are all that can be desired.

Principal Lay is indefatigable in making in every way the Academy worthy the peoples' sacrifice and pride. An elegant piano has been placed in the assembly hall, and has been paid for by his exertions. A series of exhibitions, concerts and lectures are contemplated early in the autumn as a means to raise funds for further furnishings and apparatus.

Nappan 44, has been the subject of much attention during the past year. The house was condemned in 1892, as well as the site. As soon as it was learned that a new house was to be built two seceding elements arose asking for the tripartite division of the section. Their petition was granted by the Commissioners, but not without strong and centralized opposition. The Council of Public Instruction not finding sufficient reason to endorse the Board's recommendation deferred the ratification. Meanwhile at the regular annual meeting in June,

the whole matter was amicably settled, and it is hoped that all opposition to a central and graded system will pass away. A beautiful site has been selected for the new house, which will have two departments.

In Oxford 79, and Springhill 108, a department has been added in each.

At Greenville 86, the attendance is so great that another department is needed at once.

Clifton 107. This section has taken first place among the rural sections in erecting the neatest, most thoroughly built and elegantly furnished room in this district. I commend it as a model to other sections of the county intending to build. Cost, furnished, \$561. Property in section, \$15,000.

Greenville Station 113. The house in this locality was destroyed by fire in February. Ashes had been left in a barrel near the entry, and in the absence of the teacher, set the house on fire. Another house at Truro Road, Sterling, was also burned. This is ascribed to an incendiary when the house was being moved to a more convenient site. It is to be regretted that the party or parties to the act should go unpunished. The province over, this is the common revenge for imaginary grievances relative to public school property. Undoubtedly, if a detective had been given this case, an example could have been made of a dangerous citizen.

In section 120, West Chester Valley, the generosity of Councillor Halliday will not be forgotten soon on account of the gift of \$100 toward the liquidation of debt on the neat little school room recently built in this locality.

#### PARRSBORO' DISTRICT.

Many improvements have been projected for the coming year in this part of Cumberland. Parrsboro' Town has had several meetings for the purpose of getting an opinion from the public relative to new and more modern school accommodation. Nothing tangible has yet been done.

Fox River 9. A new house is being built here as well as in Salem 16.

Cape D'or 13. This large miscellaneous school has been divided into two departments.

#### STERLING.

The division of Tarbet No. 9, was asked this Board and granted, but subsequently finding the procedure of applicants irregular the C. P. I. did not ratify the division.

The Falls 23. A new house is being built in this section on the opposite side of Waugh's River from the old house. This was the best site in the immediate locality. Much opposition arose in this section to the Commissioners' decision.

The School House at Mill Brook No. 10 has been condemned.

#### WEST COLCHESTER.

For the past two years it has been difficult in this district of Commissioners to get sufficient members of the board together to do the public business. There is immediate need of an increased membership to this board.

Portaupique 9. On the solicitation of the Board this section purchased a large area for a school ground and removed the school house to the rear of it.

Masstown 20. Here the trustees have, with very pleasing effect, re-modelled and painted the interior of their house.

At Folly, 22, the deaths of Misses Jean MacDonald and Mary Layton, two estimable teachers, was a great shock to this community. The sad coincidence of their demise within a few days of each other, after being associated in the same school was remarkable.

#### RETURNS.

I regret the carping tone that pervades my reports, but the compilation of the annual returns gives another opportunity to complain. The numerous blunders and untidy registers and returns mark the teacher. When forty per cent. of the returns have to be sent back for the correction of time table alone there is but one inference to be drawn: that these teachers have no methodical plans, no time set for any particular work, but allow one recitation or lesson to crowd upon another's heels until the weary day is over. I cannot but commend the time table of the annual return for it has discovered a serious defect in too many schools—a go-as-you-please-style. How many teachers give the proper time to each subject which its relative importance demands? Hereafter in this district I shall believe it is my duty to know.

I beg leave to make this suggestion in the plan of the Superintendent's sheets; instead of returning the names of the trustees of each section let the name of the secretary be given in stead of or in addition to them. The names of the trustees are not any protection to the County Treasurer, as all the business of the section is done in the secretary's name. This change would save these county officers much unnecessary trouble and also protect them from imposture.

Your obedient servant,

INGLIS C. CRAIG,

To A. H. MACKAY, Esq., LL. D.,

*Superintendent of Education.*

## APPENDIX C.

Report of the Board of School Commissioners  
OF THE  
CITY OF HALIFAX,  
YEAR ENDED, JULY 31st, 1893.

I  
CHAIRMAN'S REPORT.

OFFICE OF SCHOOL COMMISSIONERS,  
HALIFAX, Oct., 1893.

A. H. MACKAY, ESQ., LL. D.,  
*Superintendent of Education.*

SIR,—

For the information of the Council of Public Instruction I have the honor to submit herewith the report of the Supervisor of Schools and the Secretary of the Board.

The members of the Board have been most assiduous in their duties, and have given strict attention to maintaining the efficiency of the schools without permitting any unavoidable increase of an expenditure already found burdensome, and have practised the utmost economy consistent with efficiency.

I am of the same opinion as my predecessors that too many subjects are taught in the Academy, pupils studying for professions might go to the colleges, but those intending to follow a commercial career would be more benefited by a course at a commercial college. In pursuance of the same principle the boy who intends to follow any mechanical pursuit will find himself placed at a disadvantage if he too long delay an acquaintance with its practical details.

The Supervisor and teachers are now at work improving the system of writing. In the near future, it is hoped our schools will produce better results than formerly.

The lease of St. Patrick's boys school having expired it has been re-leased on the agreement that the owners keep the building in

repair. I trust that when other leases lapse the properties may be re-leased in the same way, and also that insurance be paid by the owners. I believe it will save friction, expedite the business of the Board meetings, and perpetuate friendship.

The Board has bought a lot of land in the north suburbs extending through from Young street to Kaye street, on which they are erecting a school house of eight departments so planned as to admit of enlargement when required. It is expected to be finished about the first of March, and will accommodate the children now attending the rented buildings on Campbell road and Gottingen street.

The attendance at Compton Avenue and Bloomfield Schools having outgrown their accommodation, the Board some time ago found it necessary to hire outside rooms. The attendance still increasing, the Board thought it advisable to complete Compton Avenue building as originally planned, making it an eight department school. It is now nearly completed, and the two rented rooms on Robie and Agricola streets can then be vacated.

During the present year we have lost the services of Mrs. Harriman who for two years very ably conducted the Kindergarten department. She was called to a higher and more lucrative position in Rhode Island. One of her pupils, Miss Ackhurst, is now in charge and is doing satisfactory work.

The Board has also lost the services of Mr. Lee Russell in the Manual Training Department, and as you know, he has been appointed by the Provincial Government to inaugurate a similar work in connection with the Normal School at Truro. His work here is being carried on by Mr. N. H. Gardner, a practical man who received technical training from Mr. Russell.

During the past year the Board was called upon to lament the loss of one of its most faithful teachers, Miss Waddell, of Morris Street School, who died suddenly last Christmas. For many years she served the Board with success, and was a living example of the virtues which she strove to inculcate in her school. She was succeeded by Miss Moseley, who for several terms was regarded as one of the best teachers of Dartmouth.

The Secretary's books show that the expenditure for the 12 months ending, October, 1893, is about \$4000 less than for the 12 months ending, October, 1892.

The Board is fortunate in having two such able officers as Mr. A. McKay, the Supervisor, and Mr. R. J. Wilson the Secretary, the latter of whom puts about fifteen months work in a year.

I have the honor to be,

Your obedient servant,

JNO. H. SYMONS,

*Chairman.*

## II.

Report of the Supervisor of Halifax Public Schools,  
FOR THE YEAR ENDED 31st JULY,  
1893.

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*To the Chairman and Members of the Board of School Commissioners  
for the City of Halifax :*

GENTLEMEN,—I have the honor to submit to you herewith statistical tables relating to the Halifax schools for the school period from November 1st, 1892, to July 31st, 1893.

On account of certain changes in the Provincial school law, this period covers only 34 weeks instead of 43 weeks as formerly. It will therefore be impossible to institute accurate comparisons with other years.

A few figures, however, will be of some interest. There were enrolled on the school registers for the period named 7,133 pupils. As the tables giving this result were compiled on a different principle from former tables, it would be difficult to say whether or not there has been the decrease that these figures seem to indicate. The grand total days' attendance was 738,270. Allowing for difference of teaching days it would have been 946,046, or 12,000 days less than last year.

The average of quarterly per centages is 70.6 ; the corresponding number for last year being a fraction less.

There having been 129 departments open, with a total of 7,133 pupils, it is manifest that each teacher had, on an average, 55 pupils enrolled. This is a large number for each teacher—a larger average number than other cities place in each department.

Each teacher in Portland, Maine, cares for 38 pupils ; in Springfield, Mass., for 43 pupils ; in Worcester and St. John, for 47 pupils ; in Boston, for 50 pupils ; but in Halifax each teacher has to educate 55 pupils on an average.

In the higher departments the principals seldom take so many ; with their other duties and the number of subjects they have to teach in the higher grades, it is only by the closest attention to their work that they are enabled to hold their own in the severe competition which takes place every year for entrance into the High Schools.

If schools are well graded, the school rooms well furnished and adapted for the work, and the pupils well supplied with suitable text books, a good teacher can teach a large number of pupils satisfactorily. But when we have already so far exceeded other cities in this kind of economy we should be careful not to go too far for the sake of breaking the record.

Every pupil differs from every other pupil in some respects, and therefore every pupil requires some individual attention, which he cannot have if there are too many.

The tables show that there are 2,700 pupils who attended less than 100 days out of 167 teaching days since November 1st, 1892. This would seem to indicate that at least one-third of those attending school will fail to comply with the provisions of the compulsory school Act, which requires a minimum attendance of 120 days out of 215.

If we consider the loss implied by this want of regularity it will be seen to be very serious.

1. The irregular pupil is unable to get the benefit even of the days when he is present. The continuity of his studies is broken. On the day when he is absent he misses important explanations necessary to the clear understanding of the problems of the day when he is present. He loses interest in his work. And perhaps worse than all he develops unsystematic habits in all his business relations.

2. The punctual pupil also suffers loss. He gets into idle habits by being obliged to wait in his work for the teacher while repeating explanations which are necessary to carry along the irregular pupils. It is a large task to investigate the causes of so much irregularity, but it should be done if we are to get the benefit of the teaching done in the schools, and if the pupils are to hold the compulsory attendance law in due respect.

Our tables for this year show the number of minutes devoted each week to the various studies prescribed for the common and high school courses.

Here are the most important:

Arithmetic, 310 minutes per week; reading, 250; writing, 121; spelling, 112; composition and grammar, 100; geography, 86; history, 86; object lessons, 52; music, 52; drawing, 65.

The judgment shown by the teachers in regard to the division of their time to the several subjects according to their relative importance will be approved by most educationists.

For arithmetic a full hour each day is certainly needed, at least until we can discover or act upon better methods of teaching it.

For reading, an hour each day is perhaps too little, but it must be remembered that in connection with the composition, geography, grammar, etc., there is a considerable amount of practice in reading. To the training of the hand for using the pen and pencil with facility there is devoted specially three hours each week, besides more than twice as much more time in the writing exercises, which, if carefully executed, are as good training as the special writing lessons.

From this statement it is plain that three hours out of every five are devoted solely to the three R's, while indirectly one of the remaining hours is likewise subsidiary to them.

The most ardent advocates of these fundamental branches can scarcely fail to be satisfied with this showing.

Manual training (including SEWING under the term), is reported from 41 departments as occupying about 83 minutes per week.

#### REVIEW OF THE LAST TEN YEARS.

In my former reports I devoted much attention to those educational principles which should guide us in the management of the schools, both as to the teachers' work, and the appliances which should be placed at his disposal.

It might be more profitable at this time to review the work of the past ten years—to take stock—to see what progress you have made and in what direction. Then you will be better able to shape your course for the future.

In the first place we naturally think of the teacher, who is the all-important factor in any system of education, for as the teacher, so is the school. We find, then, that during the ten years we have in review there have been many changes in the teaching staff. Of the 101 teachers employed in 1883, fifty-three have left us, some deceased, some married and some employed in more remunerative occupations; several of them were among our most faithful teachers and we will not soon forget their valuable work. But it is gratifying to know that the great majority of the best teachers of ten years ago are still with us and still at their best.

Besides the changes occasioned by the retirement of the 53 teachers above referred to, there have been many other changes of teachers appointed since that date—the most of these changes arising from the fact that aspiring young men have been making teaching a stepping stone to the other professions.

Of those appointed since 1883, I find that 26 rank as superior. Seven of them have since retired. There have been on the average about ten appointments each year, and so far as my knowledge goes, they have been remarkably free from nepotism or favoritism, the appointments being made simply on merit.



We might, perhaps, have had somewhat better teachers if we had in most cases selected the best from the whole province instead of from the City of Halifax. But if we had done so we would have deprived the girls of our schools of an important inspiration to work. Many of our most advanced pupils are now striving to become worthy of positions as teachers, and this desire acts as a wholesome stimulus to good work, especially in the higher departments.

Besides, our own girls living in their own homes, can afford to work at a smaller salary, and thus the cost of the schools is kept down. Many of the best country teachers refuse to accept the salaries we offer, as their expenses in the country are so much less than they would be in the city.

One thing our teachers lack, and that is professional training. By professional training I do not mean courses of lectures on the science, art and history of pedagogy, but an apprenticeship at teaching, conducted under intelligent supervision—such an apprenticeship as a doctor, lawyer or machinist must serve before he enters into the independent practice of his profession.

The experience of other cities would serve to show that it is inexpedient to ask city graduates of the Academy to leave their homes to prepare for their work as teachers. It is found that the most useful professional training is that secured by practice in the best city schools, supplemented by the timely suggestions of superior teachers, and such knowledge of theory as can be obtained from educational conferences and a judicious course of reading.

Since 1884 such training schools and classes have been established in 25 towns of Massachusetts.

An admirable system of the same kind has been connected with the Normal School in Boston.

Canadian cities are moving in this direction. London, Ont., is endeavoring to organize such a school. We could conduct professional training classes without any additional expense.

#### SCHOOL ACCOMMODATION.

In 1881 the average school of this city was very imperfect, badly ventilated, lighted and seated, untidy, with defective playgrounds and latrines,—anything in fact but a credit to our school system. Compare, for example, the two cap-rooms in Morris street school, in which 120 children were hived, with the beautiful class rooms to which they gave place; the low ceilings and circumscribed rooms which afforded shelter to the girls of St. Mary's and St. Patrick's, with the commodious buildings in which they now assemble; the barn-like structures in which the children and teachers of the northwest parts of the city used to shiver throughout the long winter, with the comfortable quarters which all but a few of them now occupy. Consider

the splendid building which has replaced the Tabernacle school, and the improvements made in the internal structure of the Albro street school, the extension and adornment of the playgrounds, the introduction of improved furniture into a majority of classrooms, and you will be astonished at the transformation effected in ten years; pleased when you know that your predecessors as well as yourselves in making these changes were influenced by considerations of economy in administering the school funds, as well as by considerations of humanity to the children placed under your charge; proud when you reflect that Halifax now stands behind no part of the province in respect of its school accommodation.

#### SYSTEMATIC DEVELOPMENT.

As stated in another part of this report, the teacher is looked upon as the all-important factor in our school system.

If the schools are to be improved it must be done by increasing the knowledge, skill and enthusiasm of the teachers. An *ESPRIT DE CORPS* must be created among them, similar to that which exists among the members of other professions. This can best be done by holding teachers' meetings for the discussion of educational questions, by the formation of teachers' classes for the study of special subjects, by attendance at educational conventions and Summer schools, the study of educational literature, and by seeing the methods used by successful teachers in the arrangement of their classes.

By a resolution of the Board in 1884, I was instructed to organize teachers' meetings for the discussion of educational questions, for the observation of improved methods of teaching and for the formation of a professional library. It was made a part of each teachers' duty to be present at such meetings. The first meeting was held on the 3rd of July, 1884, the Chairman of the Board presiding. As a result of such general meetings, and of special meetings of teachers, with their principals, their various duties were defined, time tables were drawn up, and more uniformity was secured.

In 1885 nearly all the teachers took a course of lessons in freehand model and object drawing and perspective from Mr. James of the Academy.

In the same year Halifax Academy was reorganized on its present basis with free admission to all qualified pupils, and it received thereafter the maximum government grant of \$1,720 annually.

In 1886, the teachers, at their meetings, took up the systematic study of Locke's *Thoughts on Education*, followed by Spencer's *Education*, and Sully's *Psychology*.

Aided by subscriptions from Commissioners Roche, Sweet, Blackadar and Woodill, they started a professional library, which has supplied to them valuable reading in the line of their work.

For 1887, we have to record our first efforts to found school libraries. The movement began in Summer street and St. Patrick's schools, followed by the Academy, which raised \$400. Other schools followed the example, so that now we have 19 school libraries, some of them of course rather small.

The teachers' meetings were well sustained. The late Dr. Honeyman lectured on local Geology, Dr. Lawson on Botany, and Mr. Bowman and others on Mineralogy. Similar lectures were given in other years by Mr. Kennedy in Chemistry, and by Miss Creighton in Botany.

At the first session of the Summer School of Science held at Wolfville, Halifax teachers numbered 25 per cent. of the whole attendance. At other sessions we did even better than that.

In 1888, the Board engaged Sergt.-Major Bailey to draw up a system of calisthenic drill suited to our schools, and to instruct our teachers in the use of it.

The most notable of our educational conventions took place this year. We were privileged to meet Dr. Fitch, of London, Sir Wm. Dawson and Dr. Parker, world-renowned educationists. Halifax was always well represented at such meetings.

In our professional development, the year 1889 is characterized by the introduction of Tonic Sol-fa in our schools. It was subsequently prescribed for the schools of the whole province. Seventy teachers received instruction in this subject from Revd. J. Anderson, A.M., and Miss A. F. Ryan.

But I would weary you by relating all that the teachers did, and are doing, toward their own self-improvement—how they took lessons on elocution from Miss McGarry, lessons in drawing at the Art School, lessons in modern languages, lessons in zoology from Dr. MacKay, lessons in child culture from Mrs. Harriman, manual training lessons from Prof. Russell—all for the sake of coming up to your idea of what a good teacher should be, so that they could successfully pursue in their schools all the branches demanded by the prescribed course of study and the progressive spirit of the times. As I stated in my report for 1888, referring to their attendance at the Summer School of Science, "we find them voluntarily giving up a large part of their holidays, studying faithfully in advance and during the sessions, incurring, besides, large expense for fees, travelling, board and books—all for the benefit of the pupils."

#### KINDERGARTEN.

A review of this kind would be incomplete without some reference to certain other reforms which were pursued to a successful issue. Recognizing that development of the spontaneous and pleasureable self-activity of the child is the correct way of beginning his education,

you established, two years ago, a Kindergarten Training Department, and placed at the head of it a lady of large culture and special qualifications for the work. You have now several teachers who have been trained under her, and who, having been selected with special reference to their fitness for that kind of work, will probably develop superior skill. We hope that they are just inaugurating the time when all teachers of every grade will be animated by Kindergarten *principles*,—though some Kindergarten *practices* may fall into desuetude.

#### MANUAL TRAINING.

I will also refer to the Manual Training School—an institution which, first started in Halifax as an experiment, under special encouragement from the government, has been engrafted on the Normal School system.

In continuing the Manual Training School as a part of our school system, you enter a protest against that education which does all for the boy looking towards a profession, but which largely ignores that training which begets a healthy love of labor and develops the preceptive, inventive and executive faculties. We do right in training the hand and the eye as well as the brain, for assuredly nine-tenths of our pupils will have to live by some form of manual labor.

#### COMPULSORY EDUCATION.

Among the many improvements introduced during the last ten years, perhaps few are so important as the Compulsory Education Act, in the enactment of which you express your belief that prevention is better than cure—that a Christian education such as is given in all our schools is a preventive of crime and a protection, more effective, humane and economical than prison bars or policemen. You have, in my opinion, the best law for securing adequate school attendance that exists in any English-speaking country. A somewhat more stringent application of its provisions would secure better results.

#### IMPROVED WORK.

No person will be disposed to dispute the existence of the educational activity which I have just described. But some may ask to be shown the fruits—the superior scholarship—the improved morals—the better physical development—the greater preparation for life's work. These can all be shown, but perhaps I am not the proper person to do so. I cannot fail to be prejudiced. I will therefore only refer to a very few facts, and then let others speak.

The almost universal testimony of the teachers is that their scholars are much more easily governed than formerly—the pupils are more amenable to authority—more civilized. Finding the public schools improved in moral and sanitary conditions, an increasing number of our most aristocratic families are sending their children to them and are expressing satisfaction at the results.

Employers of labor tell us that a well-educated boy from the public schools, though awkward at first in details, yet is so well grounded in principles and so quick in apprehension that he masters his business in half the time required by the boy of untrained mind.

But not to be unmindful of the precept: "let another praise thee, and not thine own lips," we will take the verdict upon our work from twelve competent and impartial men—the Provincial Board of Examiners.

At the last provincial examination there were 231 candidates from Halifax, of whom 73 per cent. received grades. From all the rest of the province there were 1275 candidates of whom 59 per cent. were successful.

Notwithstanding the large number in Halifax who attend private schools or go abroad for an education, our public schools furnish between one-fifth and one-sixth of the whole number of certificates taken in the province.

Only a few years ago we stood far behind Pictou in all that relates to education. Now we are ahead of Pictou, Annapolis and Lunenburg combined. Halifax shows up with 4 grade A's, 30 grade B's, 41 grade C's and 84 grade D's. It must have been a satisfaction to you to have read in the Acadian Recorder of the 24th, such a long list of successful Halifax boys and girls.

#### COST OF THE SCHOOLS.

But now admitting what cannot well be denied, that the schools are showing good results, some one will ask: But has the cost not increased enormously? Emphatically, no.

On general principles it would be surprising if it had. All the School Boards have been composed of hard-headed, practical business men, decidedly conservative in their educational policy, if not in their politics, and accustomed to act only from good motives, for good reasons and after careful thought; while at the same time they were themselves large taxpayers, and before assuming their positions, were abundantly admonished to be economical where economy was possible. But let this question be settled by figures.

#### COMMON SCHOOLS.

To compare one year with another would be unfair, as exceptional circumstances may affect the results. But I will take the average of years 1882-83 and compare it with the average of the years 1891 and 1892 (the last years for which the accounts are published) and make allowance for the reduction of ten per cent. in salaries at the former dates:

Average cost of common schools for 1882-83.....	\$69,832
Average cost of common schools for 1891-92.....	88,762
Increase, 27 per cent.	

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Average number of pupils for 1882-83 .....	5,334
“ “ “ “ 1891-92 .....	7,174
Increase of enrolled pupils, 34 and one-half per cent.	

Therefore the cost has increased 7 and one-half per cent. less than the number of enrolled pupils.

Average teachers' salary for 1882-83 .....	\$42,835
“ “ salaries for 1891-92 .....	49,656
Increase of total salaries, 16 per cent.	

But the number of registered pupils increased 34 and a half per cent., therefore the number of registered pupils increased 18½ per cent. more than the aggregate of the teachers' salaries.

From these two comparisons it is evident that the expenditure for the common schools did not increase nearly as fast as the number of pupils.

The average cost per pupil in 1882 was \$13.28; ten years afterwards it was only \$12.29, about one dollar per pupil less. That is on 7310 pupils there is a saving of about \$7,000 a year.

#### HIGH SCHOOL EXPENDITURE.

Average city assessment for Academy in 1882-83 .....	\$5,493
Average city assessment for Academy in 1891-92 .....	8,803
Increase, 60 per cent.	
Average number of pupils enrolled 1882-83 .....	114
Average number of pupils enrolled 1891-92 .....	249
Increase, 118 per cent.	

That is, while the expenditure for the Academy increased 60 per cent. the number of pupils increased 118 per cent.

Average cost per pupil 1882-83 .....	\$48
“ “ “ 1891-92 .....	35
A saving on each pupil of \$13.	

The increase in the number of Academic pupils has been very great but as you have seen the improvement in their scholastic status has been still greater.

Besides the direct benefit of the Academy, it affords the most powerful stimulus to the senior grades of the common schools. Many a pupil's last year in the common schools would be largely wasted in idleness were it not that he is stimulated with the desire to graduate into the Academy.

Ten years ago the ratepayer, seeking academic education for his child, had to pay his share of \$48 for every pupil in the Academy, besides a fee of \$20 for his own, unless he was so fortunate as to secure a scholarship.

Now vastly improved academic advantages are free to all qualified pupils, and the ratepayers are taxed \$13 per pupil less on account of the Academy. The government now takes its full share in the support of our higher education. All this argues wisdom and far-sighted economy.

Let us look at this matter of expenditure from one other point of view.

Estimated for assessment in 1883.....	\$64,820
“ “ “ 1893.....	85,000

An increase of 30 per cent., or 42 per cent. less than the increase of registered pupils. But this increase for the last ten years includes not only provision for the natural increase of pupils, but also greatly improved accommodation. Six large new schoolhouses, with 43 departments, and much additional playground, and also extensive repairs, and yet there has not been the increase of expenditure which the actual increase of pupils would seem to make necessary.

Ex-Chairman Blackadar has put this matter very clearly in his report. He says: "Contrary to general impression, the cost of school instruction in Halifax is the reverse of oppressive, as can be easily shown." He then points out how that a tax of \$3.00 secures to the average ratepayer free tuition for one, two or three or even half a dozen children, besides free copy-books, pencils, pens, chalk and stationery for some branches of study, and then adds: "The same proportion will hold in the case of larger assessments; it will be seen that by no means a heavy burden falls, at all events, upon the greater portion of the community, and who contribute most largely to the school registers."

I might give striking instances of the economy of the School Board where by wise planning they save hundreds of dollars without any loss of efficiency. As for example, in the establishment of the Kindergarten, which for the first year was actually a source of revenue.

I might show that Halifax spends less per pupil than any other Canadian city of the same size, except St. John, which has not yet recovered from the effects of a disastrous fire. But I will not tire you.

I will close by referring to two recommendations in a former report—the first regarding school savings banks, which are easily managed, and pay for themselves; the second implies a difficult but important problem—the management of truants who are not criminals, yet are beyond the control of parents and teachers.

All of which is respectfully submitted.

ALEXANDER MCKAY,

Halifax, August, 1893.

*Supervisor of Schools.*

## APPENDIX D.

## SPECIAL INSTITUTIONS.

## (I.)

## HALIFAX INSTITUTION FOR THE DEAF AND DUMB.

Principal, J. Fearon, Esq. Other teachers, Miss J. Bateman, Mr. S. H. Lawrence, Miss M. Mosher, Miss E. Mahoney and Mr. A. G. Forbes.

Language is the main subject of instruction, the other subjects being subordinate to it.

The whole number of pupils for the year was 63, of whom 7 were in attendance for the first year. Boys 35, Girls 28. Under 15 years of age 52; fifteen years of age, 11. Average age of all, 12 years. From Nova Scotia 54; from other provinces 9. No. of weeks in session annually 42. Dimensions of ground lot, about one and a half acres. Estimated value of grounds and building, \$10,000. Government grant \$1530; County fund grant \$2340.

## (II.)

## HALIFAX SCHOOL FOR THE BLIND.

Superintendent, C. F. Fraser, Esq.

Teachers, Miss Kate Fletcher (Arithmetic, Algebra, Geography with Maps, Mathematical Geography, Reading Braille Point Characters, Spelling, Pencil writing, Six classes in Kindergarten work, Kindergarten music); Miss C. R. Frame (Reading Braille Point Characters, Geography with maps, Canadian, British and Ancient History, English Grammar, English Composition, English Literature); Mr. S. R. Hussy (Arithmetic, Geometry, Spelling Braille Point Writing, Braille Music Writing, Geography with maps and globe, Private instruction of William Hulan who is deaf, dumb and blind). Mr. A. M. Chisholm (Pianoforte, Singing class, Band and Cabinet Organ); Mr. D. M. Bird, (Piano-forte tuning); Mr. D. A. Baird, (Basket Making, Chair-Seating), Miss Bella Bowman, (Sewing, Knitting, Fancy work and the use of the sewing machine); Sergeant-Major Kelly (Calisthenics for girls and Gymnastics for boys).



Note.—The teachers are assigned classes in the first, second and third divisions, the purpose being to have each teacher give instruction in that which he or she is best qualified to teach.

The whole number of pupils during the year was 47 of whom 7 were in their first year of attendance, 14 in their second, and 12 in their third year. Boys 34; girls 13. Number from Nova Scotia 24; from other provinces 23. School in session 40 weeks annually.

The number of pupils taking each separate subject in the course of study is as follows: Arithmetic 45, Algebra 8, Geometry 9, Spelling 45, Reading 29, Writing Braille 26, Pencil writing 9, Music writing 20, Geography 39, History 32, Grammar 23, Composition 21, Literature 21, Kindergarten 15, Kindergarten music 15, Pianoforte 29, Cabinet Organ 5, Singing class 9, Band 15, Pianoforte-tuning 6, Basket-making 4, Chair-seating 9, Sewing 13, Knitting 11, Fancy work 9, Sewing-machine 3.

Estimated value of grounds and buildings \$60,000. Dimensions of grounds 552 x 250 feet, of building 126 x 56 feet, containing 9 school or class room, 19 dormitories and 22 other rooms. The Library contains 250 volumes valued at \$750. Estimated value of apparatus \$600.

Government grant \$1237.50; County fund grant \$956.25.

(III.)

## Victoria School of Art and Design, Halifax.

(Incorporated 1888.)

## DIRECTORS.—1892-93.

*Ex-Officio*: { THE SUPERINTENDENT OF EDUCATION,  
THE MAYOR OF HALIFAX.

MRS. J. F. KENNY,	MISS E. RITCHIE,
MRS. M. B. DALY,	MISS H. ALLISON,
MRS. H. H. FULLER,	MR. J. M. SMITH,
MR. J. C. MACKINTOSH,	MR. JAMES DEMPSTER,
MR. E. P. ARCHBOLD,	HON. SENATOR POWER,
MR. D. HEALEY,	DR. J. G. MACGREGOR,
MR. D. KEITH,	MR. M. DWYER.
MR. ALEXANDER MACKAY,	

*Auditors.*

MR. J. M. DEWOLFE,  
MR. R. J. WILSON.

*President*, MAYOR KEEFE,  
*Vice-President*, HON. L. G. POWER,  
*Treasurer*, J. M. SMITH,  
*Secretary*, A. MCKAY.

## TEACHING STAFF.

*Head Master*:

GEORGE HARVEY, A. R. C. A.

*Assistant Teachers*:

Mechanical Drawing ..... J. T. LARKIN, *Engineer*.

Architectural Drawing ..... " "

*Saturday Class* ..... MISS K. F. HILL.

# TREASURER'S REPORT.

## THE TREASURER, IN ACCOUNT WITH VICTORIA SCHOOL OF ART AND DESIGN.

### *Endowment Fund.*

Amount from 1892..... \$ 7,702 40

### *Building Fund.*

Amount from 1892 ..... \$ 7,954 95  
Transferred from Interest account .... 45 05

8,000 00

### *Current Account Receipts.*

School Fees, &c ..... \$ 289 97  
Local Government Grant ..... 800 00  
City Grant ..... 500 00  
Membership Fees ..... 30 00  
Interest, \$569.94; less to Building Fund,  
\$45.05 ..... 524 89  
Sundries ..... 1 61

2,146 47

\$17,848 87

### *Disbursements.*

Salaries ..... \$ 1,366 98  
Rent ..... 200 00  
Fuel and Light ..... 105 05  
Printing, &c ..... 10 30  
School Supplies and Sundries ..... 38 23  
Janitress ..... 112 50  
Chicago Exhibition ..... 7 50  
Furniture and Repairs ..... 101 87

\$ 1,942 13

Balance, September, 1892..... 3,433 14

\$ 5,395 27

Town of Kentville Bonds ..... \$5,100 00  
City of Halifax Consols ..... 4,950 00  
Deposit Receipts, Bank of N. S... 2,200 00  
Open Account, " " .. 223 60

\$12,473 60

\$17,848 87

JOHN M. SMITH,

HALIFAX, 23rd Sept., 1893.

*Treasurer.*

Examined and found correct, R. J. WILSON, *Auditor.*

## SECRETARY'S REPORT.

TO THE DIRECTORS OF THE VICTORIA SCHOOL OF ART AND DESIGN.

*Ladies and Gentlemen:*

For your information I beg to present the following Report of the work of the Victoria School of Art and Design for the year ending June 1893.

The classes were opened on the 17th of October, 1892, and closed on June of this year.

### TABULAR STATEMENT OF ATTENDANCE, &c.

Class.	Teacher.	Subject.	No. enrolled.
Children's,	Miss K. F. Hill,	Freehand and Object Drawing.	16
Mechanical,	Mr. J. T. Larkin,	Mechanical Drawing. (Practical Geometry, Copying, Draught- ing).	26
Architectural.		Architectural Draw- ing.	21
Evening.	Geo. Harvey,	Modelling, Freehand and Object Draw- ing.	38
Afternoon,	Geo. Harvey,	Modelling, Painting, Freehand and Ob- ject Drawing.	33
Deaf and Dumb.	Geo. Harvey,	Freehand and Ob- ject Drawing and Modelling.	21

In all there were enrolled 155 students of whom 8 held free scholarships won by competition from the Academies and High Schools. There were 48 free students, most of whom were apprentices. A class of 21 from the Institution for the Deaf and Dumb also received free instruction for the year.

Mr. Harvey, who had been the Head Master of the School since it first opened in 1887, sent in his resignation, which was accepted with much regret on the 13th January.

He was succeeded on the 11th March, by Mr. O. Dodge, of the Art Student's League of New York. Mr. Dodge has been very successful in his management of the school.

Miss Hill obtained leave of absence at the end of the first Term in order to prosecute her studies in New York and Paris. Her work was carried on very satisfactorily until the end of the year, by Miss M. Graham, formerly a student of the school.

It will be gratifying to the directors to learn that students of this school are beginning to obtain good positions, as the result of their training here. As an example, Mr. Lewis Smith has been placed in charge of the Art Department of the Halifax Ladies College. He succeeds Miss Vondy, and will be assisted by Miss Edith Smith and Miss Hill. These are all graduates of this Art School and reflect much credit on its teaching.

Mr. Wilson from the Mechanical Class has entered the Second Year of the Agricultural College at Lansing, and writes in the highest terms of the character of our work and of the advantage that it has been to him. We could multiply examples of this kind. They will serve to show our young people what they are losing by not availing themselves of the benefits of our school; so that hereafter we may expect a larger attendance and more earnest work.

Our courses in Art are accepted in Dalhousie College in part for the Degree of Bachelor of Science.

At the request of the Provincial Government, we sent an exhibit of our work to the World's Fair. It helped very materially to make the Nova Scotia Educational Exhibit a success.

Respectfully submitted,

A. MCKAY,  
*Secretary.*

Halifax, 19th September, 1893.

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#### DIRECTORS AND OFFICERS.—1893-94.

*Ex-Officio:* { THE SUPERINTENDENT OF EDUCATION,  
                  { THE MAYOR OF HALIFAX.

MRS. J. F. KENNY,  
MRS. H. H. FULLER,  
MISS H. ALLISON,  
MR. J. C. MACKINTOSH,  
MR. GEO. HARVEY,  
MR. J. DEMPSTER,  
DR. J. G. MACGREGOR,  
A. MCKAY.

MRS. LEONOWENS,  
MISS E. RITCHIE,  
MR. J. M. SMITH,  
MR. E. P. ARCHBOLD,  
MR. D. KEITH,  
HON. L. G. POWER,  
MR. M. DWYER.

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*President,* MAYOR KEEFE,  
*Vice-President,* A. H. MACKAY,  
*Superintendent of Education.*  
*Treasurer,* MR. J. M. SMITH,  
*Secretary,* A. MCKAY.

*Head Master:*

OZIAS DODGE, ESQ., (Yale Un.)

## APPENDIX E.

## WORLD'S FAIR.

## REPORT ON EDUCATIONAL EXHIBIT.

[Installed by A. McKay, Advisory Commissioner for Nova Scotia.]

To A. H. MacKAY, Esq., LL. D.,  
*Superintendent of Education.*

SIR:—

I beg to submit to you for the information of the Council of Public Instruction the following account of the installation of the Educational Exhibits of Nova Scotia at the World's Fair, Chicago.

All the Educational Institutions of Nova Scotia were notified by you at an early date of the intention of the Nova Scotia Government to take part in the Exhibition. They seemed however to be so apathetic or so engrossed in their ordinary work that they did not readily respond. It was only after very great labor and personal effort on your part that several of them began to display an energy which they afterwards turned to good account in the production of a very considerable amount of excellent work.

By the 27th of March the greater part of the material had been collected. It was examined, partly classified, and exhibited in the Assembly Hall of the Halifax Academy.

It was then sent to Chicago at the expense of the Canadian Government.

I left Halifax on Tuesday the 11th of April, and submitted the plans for the Nova Scotia Educational Booth to the Canadian Architect on the 18th. After much delay and difficulty in securing workmen and material the booth was so far completed that I was able to begin to place the exhibits about the first week in May. The booth was not completed until the 20th. The exhibits were all in place on the 25th. About one-third of my time was devoted to the mineral exhibit sent by the Mines Department. The cost of the wood work of the booth was borne by the Dominion Government—the furnishing by the Government of Nova Scotia.

I must here acknowledge the urbanity of the Canadian Executive Commissioner, J. S. Larke, Esq., and of the Secretary, W. D. Dimock, Esq., but more particularly the valuable services of Wm. Morton, Superintendent of the Canadian Department of Liberal Arts, who was unremitting and successful in his efforts to harmonize all conflicting interests and make the exhibit a credit to Canada.

The space occupied by Nova Scotia is situated on the west side of the great gallery overlooking the Columbian aisle in the liberal arts and manufactures building. This is the largest building on the fair grounds—the largest building in the world—having a floor space, including galleries, of 44 acres. The Nova Scotia space is bounded on the north by that of Quebec, on the east by the great central hall, south by Russia, and west by the North West Territories and Canada general section. It is 28 feet long, 21 wide, walls and a central partition running lengthwise 13 feet high. On the east and west are arched doorways. On the ends of the central partition are groups of hinged frames, which show to great advantage a large quantity of school work under glass. The walls are covered on the exterior by blue cloth, on the interior with drab and terra cotta, and the tables with green, while overhead there is a covering of light pink cloth, which protects the booth from dust and softens the glare of sunlight which comes through the immense glass roof, 200 feet above. To protect the walls from any probable leak a strip of figured oil-cloth is laid horizontally on top of the walls and central partition.

The exterior walls show by enlarged photographs much of the finest scenery of the province. Nature studies by Miss Edith Smith of Halifax, show that there is some real artistic talent in the little province by the sea. A very pretty map by Arthur Drew, of Liverpool academy, and a selection of work from various schools give a hint of the nature of the work within the booth and invite the educationist to a further inspection.

Entering from the west and turning to the right the Normal and Model schools of Truro and the Truro academy occupy 300 square feet of surface. All the work shown here is good—maps, drawings, original designs, nature lessons illustrated, problems in mathematics and science, etc. Miss Ottie Smith, the Art Instructor in the Normal School, merits special praise for the work done by her students. The Kindergarten exercises, gotten up by Mrs. Patterson's little pupils, are superior and a credit to the province. The same may be said of the Kindergarten work from the classes taught by Mrs. Harriman, in Halifax, Miss Hamilton, in Dartmouth, and the New Glasgow Kindergarten.

Following round the east wall there are shown specimens of excellent school work from the Institution of the Deaf and Dumb; apparatus and work from the School for the Blind. Then come samples of all classes of schoolwork from schools and academies all over the province. Prominent among them is a collection of pressed plants from Morris Street school, Halifax. Latin, Greek and ancient

geography exercises from Antigonish Academy. Very neat work from Milton school, Yarmouth, and from Inspectoral district No. 4 and 5, and other places.

A large map showing the exact location of every school house in the province hangs on the north wall. From this map to the entrance the west wall is taken up with drawings, maps and manual training work from Halifax Academy. On one side of the middle portion is shown art work from the Church School for Girls at Windsor, and from Acadia Seminary; on the other side mechanical and architectural drawing and oil paintings from the Victoria School of Art and Design, also some art work from the Halifax Ladies College.

In show cases on the tables are shown clay-modelling from the Kindergarten, and the Normal School, sewing, minerals from Halifax Academy and Mr. A. J. Pineo, chemical preparations and microscopic slides from Halifax Ladies College and a pretty hand painted plaque from the Church School for Girls, Windsor. There are also several bound volumes of school exercise copy books, text books, etc.

The educational work from our province is very creditable. Its merits or defects are not obscured by gift picture frames, showy labels, expensive cloth backgrounds, carved and polished woodwork and gaudy surroundings. The work stands upon its merits, and while not so attractive to the general passer-by as some other exhibits, it compares favorably with those of much wealthier states and has received the commendation of all educationists who have seen it.

All the articles sent to the Education Office for exhibition were sent to the World's Fair.

As many as possible were shown and a certain number reserved to replace such as might become injured by exposure. The following lists of exhibits are not complete on account of the neglect of some of the Inspectors in not forwarding complete catalogues of their selections and on account of the great amount of work and the shortness of the time.

All of which is respectfully submitted.

A. McKAY.



## CATALOGUE OF SCHOOL MATERIAL

EXHIBITED BY THE

## Education Department of Nova Scotia

AT THE

WORLD'S FAIR, CHICAGO, 1893.

## CLASS I.

Halifax Kindergarten.—MRS. S. S. HARRIMAN.

- Morning Talks.*—1. Sheep.  
                   2. Cow, "Our Friend Daisy."  
                   3. Products of Nova Scotia.  
*Parquetry.*—4. Our Pansy Garden.  
                   5. Units of Border Work.  
*Cutting.*—6. Prang's System.  
                   7. Snow Crystals.  
*Sewing.*—8. Original Designs.  
*Pricking.*—9. Leaves and Vegetables.

Truro Kindergarten.—MRS. S. B. PATERSON.

- Morning Talk.*—1. Shoemaker.  
*Pricking.*—2. Colored Pricking.  
                   3. " "  
                   4. Plain "  
*Sewing.*—5. Sewing on Felting.  
                   6. " " Cards.  
                   7. " " "  
*Cutting.*—8. Mosaic.  
                   9. "  
                  10. Froebel System.

New Glasgow.—Miss Smith.

- Sewing.*—1. Miscellaneous.  
                  2. Plant Life.

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Dartmouth Kindergarten.—Miss M. A. Hamilton.

- Morning Talks.*—1. Columbus.  
 2. Bees and Butterflies.  
*Drawing.*—3. Heath System.  
 4. Original design and Illustrated Story.  
 5. Border Work.  
 6. Object Drawing.  
 7. Color Work.  
*Weaving.*—8. Original Designs.  
 9. Freehand.  
 10. Forms of Life.  
*Parquetry.*—11. Prismatic Colors.  
     (a. Warm to Cold.)  
     (b. Cold to Warm.)  
 12. Symmetrical Designs and Forms of Life

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DISTRICT No. 5.—C. W. ROSCOE, M. A., *Inspector.*

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CLASSES II. & III.

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WRITING.—Grade IX.

George Farquhar, Union School, Hants.  
 Annie Chipman, Upper Church Street, Kings.  
 Harry Chipman, " " " "

BOOK-KEEPING.—Grade X.

Janet Wardrobe, Kentville Academy.  
 Mary W. McCarthy, " "

BOOK-KEEPING.—Grade IX.

Annie Chipman, Upper Church Street, Kings.  
 Harry Chipman, " " " "  
 H. Newton Pyke, " " " "

COMPOSITION.—Grade IX.

Laura Masters, Church Street, Kings.  
 Annie Chipman, Upper Church Street, Kings.  
 Jean Creelman, Maitland, Hants.  
 Ila Kempton, Wolfville.

**WRITING.—Grade IX.**

Mary E. Johnson, Wolfville.

**FREEHAND DRAWING, ETC.—Grade IX.**

George Scott, Upper Selma, Hants.

Bessie Putnam, " " "

Fred Monteith, Maitland, Hants.

**MAPS.—Grade XI.**

Clarence P. Smith, Windsor Academy.

**MAPS.—Grade X.**

M. Rena Thompson, Windsor Academy.

Bessie H. Wickwire, Kentville Academy.

Eleanor Newcombe, " "

**MAPS.—Grade IX.**

Flora Prevost, Wolfville, Kings.

Sarah E. Cox, Upper Canard, Kings.

Alfred Borden, Hantsport, Hants.

**PRACTICAL MATHEMATICS.—Grade XI.**

Roberta M. Blanchard, Kentville Academy.

Winifred Hensley, Windsor Academy.

Georgie Begg, Kentville Academy.

**GEOMETRY.—Grade XI.**

Florence Anslow, Windsor Academy.

Roberta M. Blanchard, Kentville Academy.

Alice M. Shaw, Kentville Academy.

**GEOMETRY.—Grade X.**

Rose Tobin, Town Plot, King's Co.

Jas. B. Woodworth, Windsor Academy.

Leonard D. Pineo, Maitland.

**GEOMETRY.—Grade IX.**

Annie Chipman, Upper Church St., Kings.

Bertha Allen, Upper Selma, Hants.

Hattie A. Parsons, Wolfville.

George Yeaton, Hantsport.

**ALGEBRA.—Grade XI.**

Robert M. Blanchard, Kentville Academy.  
 Georgie Begg, " "  
 W. E. Begg, " "

**ALGEBRA.—Grade X.**

Mary M. McCarthy, Kentville.  
 Gertrude Urquhart, Maitland.  
 Leonard D. Rines, "

**ALGEBRA.—Grade IX.**

Annie Chipman, Upper Church St.  
 Lottie R. Merry, Kentville.  
 James L. Kennikle, Upper Church St.

**ARITHMETIC.—Grade XI.**

Alice M. Shaw, Kentville.  
 W. A. Begg, "

**ARITHMETIC.—Grade X.**

Alice G. Roy, Maitland.  
 Gertrude Urquhart, Maitland.  
 Frank Lyons, Kentville,  
 Ethel G. Arnold, Kentville.

**ARITHMETIC.—Grade IX.**

Leah Brown, Maitland.  
 Annie Chipman, Upper Church St.  
 Lottie R. Merry, Kentville.  
 Cassie M. Hayes, Wolfville.

**GRAMMAR.—Grade X.**

Alice G. Roy, Maitland.  
 Gertrude Urquhart, Maitland.  
 Leonard Rines, "

**GRAMMAR.—Grade IX.**

Bertha Allen, Upper Selma.  
 Minnie McIntosh, Maitland.  
 Edgar D. Putnam, "

**LATIN.**

Annie Chipman, Upper Church Street.  
 Mabel L. Wortman, Wolfville.  
 Lena D. Burgess, " "

COMMON SCHOOL WORK.

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## COPY BOOKS.—Grade VIII.

Lavinia O. Burns, Windsor.  
Edith Harvey, Union School.  
Alina D. W. Pellow, Windsor.

## GRADE VII.

A. Maude McKinnon, Windsor.  
A. Winifred Smith, "  
Louis Shaw, "

## GRADE VI.

Ruth E. Daniels, Windsor.  
J. Howard Streekland, Windsor.  
Vinnie Hockie, Hantsport.

## GRADE V.

Willie Chipman, Upper Church St.  
Laurinda Brown, Wolfville.  
Maggie Lowthers, Windsor.

## GRADE IV.

Duncan Geldert, Windsor.  
Beatrice Martin, Kentville.  
Clarence Wood, Windsor.

## GRADE III.

Mary Aker, Windsor.  
Annie Muller, Windsor.  
Evelyn Millet, "

## DRAWING, FREEHAND, ORIGINAL DESIGN.—Grade VIII.

John W. Ryan, Kentville.  
Annie B. LeCain, Kentville.

## GRADE VII.

John Quigley, Kentville,  
Louie C. Beckwith, Kentville,  
Fannie Woolaver, Hantsport.

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**FREEHAND FROM MEMORY.—Grade VII.**

Ralph Jones, Wolfville.

**ORIGINAL DESIGNS.—Grade V.**

Walter Lawson, Windsor.

Eva Borden, "

Mabel Dickie, Hantsport.

Percy Kidson, Church St.

**GRADE IV.**

Arthur Nalder, Windsor.

Duncan Geldert, "

Willie Cochrane, Hantsport.

**GRADE VI.**

Harry Margeson, Hantsport,

Ruth E. Daniels, Windsor.

Annie M. Della Torre, Windsor.

Percy Cook, Kentville.

**GRADE III.**

Evelyn Millett, Windsor.

Julia Cox, "

Walter Geldert, "

**GRADE II.**

Jean Smith, Windsor.

Blanche Smith, Windsor.

Lillie Carson, "

**MAPS.—Grade VIII.**

Charles W. Roach, Windsor.

Willie Comstock, Church St.

Colin D. Wood, Kentville.

**GRADE VII.**

Wallace Hutchins, Wolfville.

Harold B. Kempton, "

Fred O. Burgess, Windsor.

Frank L. Comstock, Church Street.

Annie McCabe, Hantsport.

**GRADE VI.**

Clara L. Roach, Windsor.

John H. Redding, Kentville.

Harry Margeson, Hantsport.

## GRADE V.

Eva Borden, Windsor.  
Walter Lawson, Windsor.  
Edna Coalfleet, Hantsport.

## ACCOUNTS.—Grade VIII.

Ella McKenzie, Maitland.  
Maria Putnam               "  
Jack C. Jones, Wolfville.

## GRADE VII.

Percy Spencer, Central Rawdon.

## GRADE V.

Laurinda Brown, Wolfville.  
Ralph Shaw, Wolfville.  
Percy Kedston, Church St.

## ALGEBRA.—Grade VIII.

Gertie V. Roscoe, Wolfville.  
Jack C. Jones, Wolfville.  
Lucy Lawrence, Upper Selma.

## ARITHMETIC.—Grade VIII.

Alicia Heales, Town Plot.  
Hattie M. Masters, Church Street.  
Gertie V. Roscoe, Wolfville.  
Jack C. Jones, Wolfville.

## GRADE VII.

Alice M. McKinnon, Windsor.  
Annie Putnam, Upper Selma.  
F. Winifred Smith, Windsor.

## GRADE VI.

Blanche Douglas, Maitland.  
Mabel Chipman, Kentville.  
Alice Chase, Church St.

## GRADE V.

Elizabeth Campbell, Central Rawdon.  
Annie Northup,               "       "  
Charles Wier,               "       "

## GRADE III.

John Riley, Hantsport.  
 Maggie Carroll, "  
 Marian Shaw, "

## GRADE II.

Cecil Borden, Windsor.  
 Victor Hughes, "  
 George Kilcup, "

## GRAMMAR.—Grade VIII.

Minnie F. Burns, Windsor.  
 Lavinia O. Burns, "  
 Gertrude A. Chandler, "

## GRADE VII.

Alice M. McKinnon, Windsor.  
 Fred. O. Burgess, "  
 Frank S. Burgess, "

## COMPOSITION.—Grade VIII.

Hattie Masters, Church St.  
 Maggie Wardlow, " "  
 Jerry Northup, Centre Rawdon.

## GRADE V.

Elizabeth Campbell, Centre Rawdon.  
 Charles Wier, " "  
 John Mason, " "

## GRADE IV.

Eva Spencer, Centre Rawdon.  
 Adam D. Hall, Maitland.  
 Edith A. Leedham, Centre Rawdon.

## GRADE II.

Jean Penten, Hantsport.  
 Horace Lyon, "  
 Edith Penten, "

## PRINTING.—Grade I.

Hilda Hockin, Hantsport.  
 David Pulsiver, "  
 Hattie Faulkner, "



## MUSIC.—Grade VIII.

Lavinia O. Burns, Windsor.  
 M. Ethel Christie, "  
 Dorothy W. Smith, "

## GRADE V.

Laurinda Brown, Wolfville.  
 Hattie Eye, "  
 Horace Jones "

## NATURE LESSONS.—Grade VII.

## INSECTS.

Charles J. Seymour, Windsor.  
 Graham P. Morse, "  
 Joseph F. Burns, "

## GRADE VI.—Quadrupeds.

Alice Reeves, Kentville.  
 Lillie Webster, "  
 Maggie Tully, "

## LATIN.—Grade VIII.

Roland R. Sanford, Wolfville.  
 Jack C. Jones, "

## DISTRICT NO. 3.

JAMES H. MUNRO, Esq., *Inspector*.

ST. ANN'S CONVENT.—6 Exhibits.

- 4 Figures stitched on paper.
- 2 Drawing.

## PUBLIC SCHOOLS.

## GRADE II.—3 Exhibits.

- 1 Industrial Drawing.
- 2 Arithmetic.

## GRADE IV.—16 Exhibits.

- 3 Drawings.
- 3 Industrial Drawing.
- 5 Maps.
- 3 Arithmetic.
- 2 Fancy sewing on paper.

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**GRADE IV.—16 Exhibits.**

- 3 Industrial Drawings.
- 1 Wall Map.
- 3 Arithmetic.
- 3 Composition.
- 1 Knitting work.

**GRADE V.—13 Exhibits.**

- 2 Drawings, Sketches.
- 5 Industrial Drawings.
- 3 Maps, pencilled.
- 3 Maps, painted.

**GRADE VI.—16 Exhibits.**

- 1 Written Copy Book.
- 1 Decimeter, etc.
- 4 Industrial Drawing.
- 3 Maps.
- 1 Wall Map.
- 2 Arithmetic.
- 2 Grammar.
- 2 Composition.

**GRADE VII.—19 Exhibits.**

- 2 Copy Books.
- 3 Drawings.
- 3 Industrial Drawings.
- 2 Maps, painted.
- 2 Maps, pencilled.
- 2 Business Forms.
- 2 Arithmetic.
- 2 Sewing.

**GRADE VIII.—32 Exhibits.**

- 2 Writing.
- 3 Drawing, Sketches.
- 3 Industrial Drawing.
- 1 Decimeter.
- 3 Maps pencilled.
- 2 Maps painted.
- 4 Wall Maps.
- 3 Business Forms.
- 2 Book-keeping.
- 4 Arithmetic.
- 3 Analysis.
- 1 Grammar.
- 1 Composition.

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**GRADE IX.—16 Exhibits.**

- 1 Analysis.
- 3 Arithmetic.
- 2 Business Letter.
- 3 Drawing, Freehand.
- 3 Geometry.
- 1 Algebra.
- 1 Centimeter.
- 2 Physiology.

**GRADE X.—13 Exhibits.**

- 1 Analysis.
- 1 Map.
- 4 Arithmetic.
- 4 Drawing.
- 2 Geometry.
- 1 Algebra.

**GRADE XI.—8 Exhibits.**

- 3 Arithmetic.
- 3 Geometry.
- 1 Algebra.
- 1 Trigonometry.

Photographs of Lockeport and Barrington school houses.

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**DISTRICT NO. 1.—HALIFAX COUNTY.**

H. CONDON, Esq., *Inspector.*

**WRITTEN COPY BOOKS.—Grade VII.**

Maude Seeton, Loressa E. Dunbrack,  
 Ida Seaton, Meagher's Grant.  
 Blanche Logan, Dufferin Mines.  
 Gregory Lapierre, Grand Desert.

**GRADE VIII.**

Seymour Ogilvie, Little River.  
 Janie Niforth, Cole Harbor.  
 Nellie McDonald, Fall River.

**DRAWING.—Grade V.**

George Murphy, West Chezzetcook.  
 Mary Cranford, " "

## GRADE VI.

Jennie Taylor, Taylor School.  
 Amelje Bellefontaine, West Chezzetcook.  
 Mary " " "

## GRADE VII.

Susie E. Shultz, Sackville.  
 Katie M. Lindsay, Taylor School.  
 Rebecca F. Irwin, " "  
 Rebecca M. Erwin, Taylor School.  
 Clifford Peveril, Sackville.  
 Alex. Bellefontaine, West Chezzetcook.

## GRADE VIII.

Sadie H. Erwin, Taylor School.  
 Mary Erwin, " "  
 Edna " " "  
 Morton L. Annand, " "  
 Ella Browne, Little River.  
 Maggie Murphy, West Chezzetcook.

## MAPS.—Grade V.

Harold Tremaine, Sackville.  
 Harvey Stewart, Fall River.

## GRADE VI.

Jennie Murphy, West Chezzetcook.  
 Isabel Bellefontaine, " "  
 Amelia " " "

## GRADE VII.

Sadie E. Schultz, Sackville.  
 Rose Murphy, West Chezzetcook.  
 Alex. Bellefontaine, West Chezzetcook.  
 Edwin F. Fulton, Sackville.  
 Clifford E. Peveril, "  
 Duff Murray, Little River.

## GRADE VIII.

Birdie Tremaine, Lower Sackville.  
 Arthur Tremaine, " "  
 Maggie Murphy, West Chezzetcook.  
 Ella Brown, Little River.  
 Nellie McDonald, Fall River.  
 Ettie Wilson, " "  
 Lucy Auld, " "  
 John McLean, Taylor School.

## ARITHMETIC.—Grade VIII.

Etta Murray, Little River.  
 Maggie Calkin, Sackville School.  
 Sadie H. Erwin, Taylor School.  
 Henry Archibald, Greenwood.

## GRADE V.

Janie McGunnigle, Henry School.

## GRAMMAR.

Etta Brown, Little River.  
 Warren Ogilvie, Little River.  
 Carrie Taylor, " "

## COMPOSITION.

Maude Auld, Fall River School.  
 Jennie M. Niforth, Cole Harbour.  
 Aggie M. Giles, " "

## MUSIC.—Grade VII.

Rebecca F. Erwin, Taylor School.  
 Kate May Lindsay, " "  
 Sadie H. Erwin, " "

## GEOMETRY.—Grade VIII.

Sadie H. Erwin, Taylor School.  
 Warren Ogilvie, " "

## GRADE X.

Janie McGunnigle, Henry School.  
 Grace Burris, " "

## ALGEBRA.—Grade X.

Janie McGunnigle, Henry School.

## DISTRICT NO. 4.—ANNAPOLIS AND DIGBY.

L. S. MORSE, M. A. *Inspector.*

## COMMON SCHOOLS.

## WRITTEN COPY BOOKS.—Grade III.

Emelie Trahan, Mavillette School, Digby.  
 Isidore Saulnier, " " "  
 Mary H. Harris, Gesner School, Annapolis.

## GRADE IV.

Edmond Deveau, Mavillette School, Digby.  
 Minnie McLean, Bridgetown School, Annapolis.

## GRADE VI.

Ida Deveau, Mavillette School, Digby.  
 Una Cameron, Bridgetown School, Annapolis.

## GRADE VII.

Willie Soulis, Bridgetown School, Annapolis.  
 Mary Dodge, " " "  
 Lea Deveau, Mavillette School, Digby.

## FREEHAND DRAWING.—Grade II.

Lea Deveau, Mavillette School, Digby.

## GRADE III.

Leonice Deveau, Mavillette School, Digby.

## GRADE VI.

Bertha T. O'Connor, St. Mary's Convent.  
 Jessie Campbell, " " "

## GRADE VII.

Mary Deveau, Mavillette School, Digby Co.  
 Lea T. Deveau, " " " "  
 Eveline Saulnier, " " " "

## MATHEMATICAL DRAWINGS.—Grade VI.

Louis F. Deveau, Mavillette School, Digby Co.

## GRADE VII.

Theresa Melancon, Church Point School, Digby Co.  
Lea Deveau, Mavillette School, Digby Co.

## GRADE VIII.

Zelie Saulnier, Church Point School, Digby Co.  
Gertrude O'Conner, Church Point School, Digby Co.

## MAPS.—Grade IV.

Rosie Deveau, Mavillette School, Digby Co.  
Frank Dodge, Bridgetown " Annapolis Co.

## GRADE V.

Eveline Deveau, Meteghan, Digby Co.  
Mary R. LeBlanc, " " "

## GRADE VI.

Isidore Saulnier, Mavillette, Digby Co.  
Jennie LeBlanc, Weymouth Bridge, Digby Co.

## GRADE VII.

Evangeline Saulnier, Church Point, Digby Co.  
Theresa Melancon, " " " "  
Edward G. Harvey, Clements West, Annapolis Co.

## GRADE.

Josephine Melancon, Meteghan, Digby Co.  
Charles Ray, Clements West, Digby Co.

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## ACCOUNTS.

## GRADE VII.

Laurence Johns, Weymouth Bridge, Digby Co.  
Alice M. Berry, " " " "  
Eveline Saulnier, Church Point, Digby Co.

## GRADE VIII.

Ella M. Marshall, Hainsville, Digby Co.

## ARITHMETIC.

## GRADE I.

Juliette Deveau, Mavillette, Digby Co.

## GRADE II.

Emeline Trahan, Mavillette, Digby Co.

## GRADE III.

Isabelle Saulnier, Mavillette, Digby Co.

## GRADE VI.

Thos. F. Freeman, Weymouth Bridge, Digby.

Edmund Deveau, Mavillette "

Louis F. Deveau, " "

## GRADE VII.

Lea Deveau, Mavillette, Digby.

Evangeline Saulnier, Church Point, Digby.

Curtis H. Wilson, Hamesville, Digby.

## GRADE VIII.

Edith T. Robinson, Digby.

Lottie M. Marshall, Hamesville, Digby.

Inez Price, Smith's Cove, Digby.

## GRAMMAR.—Grade VI.

Evangeline Gaudet, Meteghan, Digby.

William Muise, Weymouth Bridge, Digby.

Grace Oakes, " " "

## GRADE VII.

Therese Melancon, Church Point, Digby.

Grace Doucette, " " "

Eveline Saulnier, " " "

## GRADE VIII.

Celina Robicheau, Meteghan, Digby.

Josephine Melancon, " "

Alice F. Hunt, Hillgrove, "

## COMPOSITION.—Grade V.

Eva B. McNeill, North Range School, Digby Co.



## GRADE VII.

Lea Deveau, Mavillette, Digby Co.

## GRADE VIII.

Ena H. Nichols, Hillgrove, Digby Co.  
 A. F. Hunt, Hillgrove, " "  
 Susie P. Aymar, " " "

## MUSIC, TONIC SOL FA.—Grade VI.

Minnie McLean, Bridgetown, Annapolis Co.  
 Una Cameron, " " "  
 Nellie Balcom, " " "  
 Mary Melancon, Digby Co.

## GRADE VII.

Willis Soulis, Bridgetown, Annapolis Co.  
 Lizzie Saunders, " " "  
 Harry Bishop, " " "

## SEWING.—Grade V.

Nellie Comeau, Meteghan, Digby Co.  
 Mary Mountain, " " "

## HIGH SCHOOL WORK.

## BOOK-KEEPING.—Grade IX.

Minnie Morse, Bridgetown, Annapolis Co.  
 A. Harold Crosskill, Bridgetown, Annapolis Co.  
 Loran Craig, " " "

## GRADE X.

Lucy E. Chesley, Chesley School, Annapolis Co.  
 Helen A. Munroe, " " "

## FREEHAND DRAWING.—Grade X.

Jennie L. Holdsword, Digby Academy.

## MAPS.—Grade IX.

Annie M. Morse, Paradise, West Annapolis Co.  
 Carrie A. Morse, " " "

## GRADE X.

Egbert P. Morse, Paradise West, Annapolis Co.  
 Lindsay Dykeman, Digby Academy.

**TRIGONOMETRY.—Grade XI.****Chas. R. Gates, Digby Academy.****Wm. T. Morse, " "****GEOMETRY.—Grade IX.****Camillo G. Fisher, Digby Academy.****Mary A. Hunt, " "****Albert L. McDonald, Weymouth Bridge, Digby.****GRADE X.****K. L. Porter, Hillgrove School, Digby.****Blanche J. Bacon, Hillgrove School, Digby.****GRADE XI.****Laura Woodbury, Digby Academy.****G. Etta Stayling, " "****ALGEBRA.—Grade IX.****Alberta L. McDonald, Weymouth Bridge, Digby Co.****Emma Journeay, " " " "****Jessie M. Bell, North Range, Digby Co.****GRADE X.****K. L. Porter, Hillgrove, Digby Co.****Blanche J. Bacon, Hillgrove, Digby Co.****GRADE XI.****Chas. R. Gates, Digby Academy.****Laura Woodbury, Digby Academy.****Welton H. Robbin, " "****ARITHMETIC.—Grade IX.****Alberta L. McDonald, Weymouth Bridge, Digby.****Helen M. Dahlgreen, " " "****Emma Journeay, " " "****GRADE X.****Jennie L. Holdsworth, Digby Academy.****Mamie Chaloner, " "****Samuel E. Woodman, Hillgrove, Digby.****ENGLISH.—Grade IX.****Edna E. Mackintosh, Smith's Cove, Digby.****Otto Cossett, " " "**

## LATIN.—Grade IX.

Alberta L. McDonald, Weymouth Bridge, Digby.  
 Emma Journeay, " " "  
 Helen M. Dahlgreen, " " "

## CHEMISTRY.—Grade X.

Mamie Chaloner, Digby Academy, Digby.  
 Jennie L. Holdsworth, Digby Academy, Digby.  
 Janet L. Warne, " " "

## PHYSICS.—Grade XI.

Welton H. Robbins, Digby Academy, Digby County.  
 G. Etta Stailing, " " " "

## WOODWORK.—Grade IX.

A. E. Walker, Gesner School, Annapolis County.

## DISTRICT, NO. 10.

I. C. CRAIG, Esq., *Inspector.*

## COMMON SCHOOLS.

## WRITING.

Grade.	Name.	School.
V.	Nellie Howard . . . . .	Spencer's Island.
	Cassie Cole . . . . .	" "
	Grevena Morrison . . .	" "
VI.	Stanly W. Spicer . . .	" "
	Alice Betts . . . . .	Acadia Mines.
	John McKinnon . . . .	" "
	James Evans . . . . .	" "
VII.	George Miner . . . . .	Spencer's Island.
	Maggie Hattie . . . . .	Acadia Mines.
	Maggie Works . . . . .	" "
	Nellie Dunlop . . . . .	" "
VIII.	Helen W. Bigelow . . .	Spencer's Island.
	Bessie Miner . . . . .	Acadia Mines.
	Media Hiscox . . . . .	" "
	Annie Adams . . . . .	" "
	Frank Totten . . . . .	" "

## DRAWING.

- I. Susie P. Ogilvie ....Parrsboro.
- II. Gordon A. McRae .. "
- III. Frank Morris ..... "
- IV. Willie Weatherby ..Acadia Mines.  
Nellie Worrell .....Parrsboro.
- V. Jennie Blenkie ....Acadia Mines.  
Howard Verge .....Parrsboro.

## MAPS.

- VII. Whitney Spicer.....Spencer's Island.  
Lilly Coleman..... Amherst.  
Mabel Cole ..... "
- Grace B. Embree.... "

## COMMERCIAL ACCOUNTS.

- VII. Melissa Evans.....Acadia Mines.  
Willie Dunlap..... " "
- VIII. Lena Willing .....Amherst.  
Bell Campbell..... "
- Nina Sturk .....Acadia Mines.  
Mary Patriquin .... " "
- Clara Totten .... " "

## ARITHMETIC.

- II. Nettie J. McDougall..Parrsboro.  
Freda Tattrie.....Acadia Mines.
- III. Colin H. Craig.....Amherst.  
Elsie Swanson..... "
- IV. Helen Fowler ..... "
- Sadie Ferguson ....Acadia Mines. .
- V. Lavinia Faber ..... " "
- VI. Bella Ferguson ..... " "
- VII. Willie Dunlop ..... " "
- Mamie O'Brien .....Westchester Station.  
Avaria McLeod .....Parrsboro.
- VIII. Lottie E. Tate ..... "
- Avery O'Brien.....Westchester Station.

## ANALYSIS.

- VII. Mamie O'Brien .....Westchester Station.
- VI. Willie McDougall ...Parrsboro.

## LETTERS, Composition.

- II. Evelyn M. Coates ...Parrsboro.  
Gordon A. McRae ... "
- Edna J. McLeod .... "

## LETTERS, Composition.

IV.	Leonard Tattrie.....	Acadia Mines.
	Mary B. Patriquin...	" "
	Addie Buck .....	" "
V.	Minnie Beadshun ...	Amherst.
VI.	Fred Douglas.....	Acadia Mines.
	Bella Ferguson .....	" "
	Jennie Howard .....	" "
VII.	Mabel Betts .....	" "
	Lizzie Wilson .....	" "
	Maggie Works.....	" "
	Clara Fulton .....	" "
	Media Hiscox .....	" "

## HIGH SCHOOL WORK.

## GEOMETRY.

IX.	Carrie Sproul .....	Parrsboro.
	Rose E. Wetherby ..	" "
	Sarah M. Brown.....	" "
X.	Jessie M. Pierce ....	" "
	Mary E. Woodworth..	" "
	Nellie Leitch .....	" "
	Lorne Logan .....	Amherst.
	Helen R. Pipes.....	" "
	Willie G. Pugsley ...	" "
XI.	Bella Smith.....	Acadia Mines.
	John J. McKeen.....	" "

## COMMERCIAL FORMS.

X.	Lizzie Myers ....	Acadia Mines.
	Lottie Daye ..	" "
XI.	John McKean.....	" "
	Bella Smith.....	" "

## DRAWING.

IX.	Frank E. Forrest. ..	Amherst.
	Eddie Dumphy ...	Acadia Mines
	Edgar Ruggles.....	" "

## BOTANICAL DRAWING.

IX.	Stanley McCulloch ..	Acadia Mines.
	Myrtle Morrison ....	" "
X.	Lizzie Myers .....	" "

## FREEHAND AND OBJECT DRAWING.

- X. Lizzie Myers ..... Acadia Mines.  
 Grace W. Clark ..... Amherst.  
 Maggie Acorn ..... "  
 XI. John J. McKeen .... Acadia Mines.

## LATIN.

- IX. Gussie Holmes ..... Parrsboro.  
 Hattie McKay ..... "  
 Andrew Murphy .... "  
 X. Holly Leitch ..... "  
 Joey Gillespie ..... "  
 Mary E. Woodworth. "

## ALGEBRA.

- IX. Rose E. Hetherby ... Parrsboro.  
 Sarah M. Brown .... "  
 Gussie Holmes ..... "  
 Mary Thomas ..... Acadia Mines.  
 Laura Wilson ..... " "  
 X. Mary F. O'Mullin ... Parrsboro.  
 Mary E. Woodworth. " "  
 XI. Derritt E. Elderkin .. Amherst.  
 Josie Strothard ..... "  
 John McKean ..... Acadia Mines.

## ARITHMETIC.

- IX. Hattie Daye ..... Acadia Mines.  
 Eddie Dumphy ..... " "  
 Everett H. Young ... Parrsboro.  
 Sarah M. Brone ..... "  
 Rose E. Hatherby ... "  
 X. Annie Farrell ..... "  
 Holly Fritch ..... "  
 Dennis Blake ..... "

## DISTRICT NO. 9.

W. E. MACLELLAN, ESQ., LL.B., *Inspector.*

## HIGH SCHOOL WORK.

## DRAWING BOOKS.

- IX. Adam Bell ..... New Glasgow High School.  
 X. Isabella McKay .... " " " "

## MAPS.

- X. Pauline Mitchell . . . . River John High School.  
 Jean A. M. Gordon . . " " " "

## MATHEMATICS.—Algebra.

- XI. John Roy . . . . . New Glasgow High School.  
 Donald Fraser . . . . " " " "  
 X. Hattie Roy . . . . . " " " "  
 IX. Lillie Wilson . . . . " " " "

## ARITHMETIC.

- IX. Lillie Wilson . . . . . New Glasgow High School.  
 X. Hattie Roy . . . . . " " " "  
 Mabel Grenough . . . " " " "  
 XI. Donald Fraser . . . . " " " "  
 John Roy . . . . . " " " "

## TRIGONOMETRY.

- XI. Donald Fraser . . . . . New Glasgow High School.  
 John Roy . . . . . " " " "

## NATURAL SCIENCE.—MINERALOGY.

- X. Annie Keay . . . . . New Glasgow High School.  
 Mabel Grenough . . . " " " "  
 Specimens of Mica and Gypsum described.

## CHEMISTRY.

- IX. Mary Murray . . . . . New Glasgow High School.  
 X. Hattie Roy . . . . . " " " "

## PHYSICS.

- XI. John Roy . . . . . New Glasgow High School.

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1. Exterior of Buildings.
2. Entrance Hall.
3. Dining Hall.
4. Assembly Room.
5. English Class Room.
6. Studio.
7. Laboratory.
8. Calisthenics Class in Convocation Hall.

## MICROSCOPIC SLIDES AND SALTS PREPARED BY THE STUDENTS IN THE LABORATORY.

*Slides.*

- 1- 8.—Sections of Kidney of Rabbit.
- 9-12.— " Tongue "
- 13-16.— " Liver "
- 17-19.— " Wall of Intestine of Rabbit.
- 20-21.—Muscle Fibres of Leg of Rabbit.
- 22-23.— " " Heart "
- 24.— " " Esophagus of Rabbit.
- 25-28.—Human Hair.
- 29.—Scales of Epithelium.
- 30-32.—Cross Section of Pine Stem.
- 33.—Longitudinal Section of Pine Stem.
- 34-35.—Epidermis of Pine Needle.
- 36.—Cross Section of Pine Needle.
- 37.—Epidermis of Fern.

*Salts.*

- |                        |                         |
|------------------------|-------------------------|
| 38.—Zinc Sulphate.     | 43.—Ammonium Sulphate.  |
| 39.—Lead Nitrate.      | 44.—Potassium Nitrate.  |
| 40.—Cupric Sulphate.   | 45.—Sodium Nitrate.     |
| 41.—Ferrous Sulphate.  | 46.—Sodium Sulphate.    |
| 42.—Ammonium Chloride. | 47.—Potassium Chloride. |

*Art.*

- 48.—Study in Charcoal from Cast. (Venus of Milo.)
- 49.—Still Life Study in Water color. (Oranges.)
- 50.—Still Life Study in Oils. (Vase of Crysanthemums.)

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5. *On Ferry Hill*.—Margaret Leckie.
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7. *Study in Shading*.—Ethel Davies.
8. *Copy*.—Margaret Leckie.
9. *The Ferry Bridge*.—Louie Jack.

## PHOTOGRAPHS.

1. Old and New Building.
2. New Building.
3. Entrance Hall, New Building.
4. Reception Room.
5. Corridor.
6. Class Room, No. 3.
7. Class Room, No. 4.
8. School Room.
9. Library.
10. Dining Room.
11. Corridor.
12. Lady Principal's Room.
13. Interior of Dormitory.
14. Bedroom.
15. "
16. "

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14. Acanthus Scroll.—G. Cunningham.

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1. Pictou Town and Academy.
2. (Ink Drawing.) Pictou Academy.
- 3 & 4. Group of Mammalia Pictou Academy Museum.
5. " Hawks, etc., " " "
6. " Eagles, " " "
7. " Fish Hawks, etc., " " "
8. " Pelican, etc., " " "
9. " Herons, etc., " " "
10. " Song Birds, " " "
11. " Nine cases of Insects, " " "

##### B.—KING'S COLLEGE.

1. King's College Buildings.
2. King's College.
3. Memorial Chapel, King's College.
4. " " (interior) King's College.
5. Convocation Hall, " "
6. " " (interior) " "
7. Library and Museum, " "
8. Students Reading Room, " "
9. " Sitting " "
10. " Dining " "
11. Entrance Hall " "
- 12 & 13. King George's Charter, " "

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### C.—CHURCH SCHOOL FOR GIRLS, WINDSOR.

1. View of Old and New Buildings.
  2. " New Building.
  3. " Entrance Hall.
  4. " Principal's Reception Room.
  5. " Corridor.
  6. " Class Room, No. 3.
  7. " " " 4.
  8. " School Room.
  9. " Library.
  10. " Dining Room.
  11. " Corridor.
  12. " Principal's Room.
  13. " Interior of Dormitory.
  14. " Room with three Beds.
  - 15, 16. " Rooms with two Beds.
  17. " . Fencing Class.
- 

### D.—ACADIA LADIES' SEMINARY, WOLFFVILLE.

1. Acadia Seminary Building.
  2. Principal's Room.
  3. Reception "
  4. Studio.
  5. Alumnæ Hall.
  6. Gymnasium.
  7. Dining Hall.
  8. Science Room.
  9. Lower Corridor.
  - 10, 11. Teachers' Rooms.
  12. Class Room.
  13. Student's Room.
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### E.—ACADIA COLLEGE, WOLFFVILLE.

1. Acadia College.
  2. Convocation Hall.
  3. Dining Room.
  4. Library.
  5. Ball Ground.
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### PUBLIC SCHOOLS.

1. Collingwood, Cum. Co.
2. Middleton, Anna. Co., (two depts).
3. Gowrie Mines, C. B., (four depts).
4. Bridgeport, C. B., (four depts.)
5. Berwick, Kings Co.
6. Bridgewater, Lun. Co.
7. Bridge-town, Anna. Co.
8. North Sydney, C. B., (sisters).
9. North Sydney, C. B.
10. Lunenburg.
- 11-16. Sydney, C. B.
12. Dartmouth

(Central Greenvale, North Park). 17. Barrington Passage, Shel. Co. 18. Lockeport, Shel. Co. 19 & 20. Springhill, Cum. Co., (H. Road, Central). 21. Liverpool. 22. Yarmouth. 23. Lunenburg Academy. 24. Sydney Acad. 25. Digby Acad. 25. Amherst Acad. 26. Normal School. 27. Convent School, Sydney. 28. Convent School, North Sydney. 29. Morris Street School, Halifax. 30. St. Mary's Boys, Halifax. 31. St. Mary's Girls, Halifax. 32. Alexandra, Halifax. 33. Halifax County Academy. 34. Halifax Academy Cadets and Armory. 35. St. Ninian's Street School.

#### DEAF AND DUMB INSTITUTION.

36. Institution for the Deaf and Dumb, Halifax. 37. Teachers and Pupils of the Institution for the Deaf and Dumb. 38. Deaf and Dumb Spelling "Halifax." 39. Teaching "e" to Deaf and Dumb. 40. Teaching "o" to Deaf and Dumb.

#### HALIFAX LADIES' COLLEGE.

- |     |                                   |
|-----|-----------------------------------|
| 41. | Halifax Ladies' College Exterior. |
| 42. | " " " Entrance Hall.              |
| 43. | " " " Dining Hall.                |
| 44. | " " " Assembly Room.              |
| 45. | " " " English Class Room.         |
| 46. | " " " Studio.                     |
| 47. | " " " Laboratory.                 |
| 48. | " " " Calisthenics.               |

#### DALHOUSIE COLLEGE.

49. Arts Library. 50. Law Library.

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51. St. Francis Xavier's College.  
 52. St. Bernard's Convent.  
 53. Presbyterian College, Pine Hill, Halifax.
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#### SCHOOL FOR THE BLIND, HALIFAX.

A fine assortment of special books and apparatus used in the instruction of the blind, with specimens of pupils' work and photographs of buildings, rooms, etc.

#### DALHOUSIE COLLEGE.

Enlarged mounted photograph of building.

#### KING'S COLLEGE.

*Engineering Department.*—Large Mechanical Drawings, Design for a Bridge.

## OTHER EXHIBITS.

Large Map of Nova Scotia showing every School house, Academy, College, and University in the Province.

A collection of Photographs illustrating the scenery of the Province.

A collection of Enlarged and Mounted Photographs illustrating the Scenery of the Province.

## BOUND VOLUMES.

1. University King's College Cal. 1890-3.
2. " Acadia " " 1888-93.
3. " Presbyterian " 1889-93.
4. " Dalhousie " 1878-93.
5. Courses of study, Acad., etc., '93.
6. University Periodicals, Dalhousie Gazette, Vols. XXIV.-XXV.
7. College Periodicals.
8. High School Periodicals. (Pictou, Sydney, New Glasgow.)
9. Educational Reports (1878-1885).
10. " " (1885-1892).
11. Education Journal (1885-1892).
12. Copy Books.
13. " "
- 14, 15, 16. Exercises County Academies (Halifax, Antigonish).
17. Blank Forms Educational Department.
18. A case of the Books prescribed for the Public Schools of Nova Scotia.

NOTE.—It is unfortunate that a detailed list of the Normal School Exhibit cannot be given. No lists were supplied to me with the articles. The work, however, as already stated was particularly good. Deserving of special mention were the illustrated Nature Lessons, the clay modellings from the pupils of Miss O. Smith's Studio, a mineral map of Nova Scotia, and several freehand drawings and original designs in tinted papers.

Official information has not yet been received of the opinion of the judges, but by a private letter from the Superintendent of the Canadian Section of the Educational Department, Mr. Wm. Morton, I learn that we have won seven awards out of the ten classes into which the exhibit was divided. If this proves to be correct it will be most gratifying to you after your untiring efforts to have Nova Scotia well represented in the work of your department.

A. McK.

HALIFAX, November, 1893.

*Adv. Com. for N. S.*

APPENDIX F.

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## SUMMER SCHOOL OF SCIENCE

FOR THE

## ATLANTIC PROVINCES OF CANADA.

TO A. H. MACKAY, LL. D.,

*Superintendent of Education.*

SIR,—

In the absence of the Secretary of the Summer School of Science, it is desirable that I should present a short report of the work of its last session.

An excellent calendar of twenty-four pages was published several months in advance. It gave a good outline of the various subjects to be studied and many interesting facts regarding the methods of study, &c.

This enabled the students to read up in advance on the particular topics selected.

The School was opened in the Convocation Hall of Mount Allison University, Sackville, on Wednesday, the 5th of July and remained in session until the 21st.

There were 105 ladies and gentlemen enrolled as students, nearly all of them being teachers—49 from Nova Scotia, 52 from New Brunswick, 2 from Prince Edward Island, 1 from Newfoundland and 1 from the United States.

Several hours each day were devoted to class-room work—mostly laboratory work, conducted by some of the ablest Principals and Professors of the Maritime Provinces.

Excursions were made to various places of scientific or historical interest in the neighborhood of Sackville.

The students heard lectures from various distinguished speakers—among others, Attorney General Longley, on "Patriotism in the Public Schools."

They also enjoyed the hospitality of the citizens of Amherst, Sackville and other places, which vied with each other in showing them every attention. Foremost among those who thus honored them were President Allison and Dr. Borden of Mt. Allison.

An "Educational Symposium" and "Round Table Talk"—novel and most successful features of this season, were introduced by the president, Dr. Hall.

Most interesting and profitable discussion arose out of the reading of the following papers :

- "University Extension," by Prof. Andrews, Mount Allison.
- "Manual Training," by W. T. Kennedy, Halifax Academy.
- "Comenius," by Principal Brown, Bridgetown.
- "Herbart," by Miss Mosely, Morris Street School, Halifax.
- "Pestalozzi," by B. F. Porter, Truro.

At the close of the school, certificates were awarded to those who passed their examinations as follows :—

*Physics :—*

- W. E. Onthit, Halifax.
- W. A. Warren, Sackville.

*Physiology :—*

- Clara M. Archibald, Amherst.
- Anna Creelman, Stewiacke.
- Emma J. Bacon, Digby.
- Sara J. Patterson, Linden, Cumberland Co.
- Ethel Thompson, Sackville.

*Zoology :—*

- K. A. McKenzie, North Sydney.
- Edith A. Annis, Liverpool.
- Sadie Hall, Port Hilford.
- Victoria I. Ernst, Liverpool.
- P. F. Martin, Harbor Grace, Newfoundland.

*Mineralogy :—*

- Victoria I. Ernst, Liverpool.
- Annie Creelman, Stewiacke.

The summer school is doing much to improve the teachers who attend it, and through them to raise the standard of science teaching among teachers generally throughout the Maritime Provinces.

Not being in possession of the Secretary's books, I am unable to present as full a report as I consider desirable.

The next session of the school will be held in Charlottetown, from the 4th to the 19th of July, 1894.

I append a list of officers and instructors to show that an institution under such management must be in the highest degree worthy of the confidence of the teachers' profession and of the educational authorities.

I have the honor to be

Your obedient servant,

A. MCKAY,

*Supervisor of Schools.*

HALIFAX, N. S., November, 1893.

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#### SUMMER SCHOOL OF SCIENCE, 1894.

The opening meeting of the Session will be held in the Philharmonic Hall, Charlottetown, P. E. I., on Wednesday, July 4th, at 8 p.m. D. J. McLeod, Esq., Chief Superintendent of Education, will preside. Dr. Anderson, President of Prince of Wales College, will welcome the School on behalf of the educationists of the Province, and Hon. L. H. Davies, M. P., on behalf of the citizens of Charlottetown. Replies will be given by members of the Faculty. Rev. W. W. Andrews, M. A., President of the School of Science, will deliver the opening address to the School.

Addresses will also be given by prominent gentlemen of the Maritime Provinces. Good music will be provided.

After the meeting, to permit the members of the School to become acquainted with each other and with the citizens, a reception will be held by the President of the School.

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#### OFFICERS.—1894.

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##### PRESIDENT.

Rev. W. W. Andrews, M. A., *Mt. Allison University.*

##### VICE-PRESIDENTS.

Prof. Brittain, *Provincial Normal School, Fredericton.*

Principal Lay, *Amherst Academy.*

F. Bain, Esq., *North River, Queens Co., P. E. I.*

## SECRETARY-TREASURER.

J. D. Seaman, Esq., *Prince Street School, Charlottetown.*

## EXECUTIVE COMMITTEE.

W. T. Kennedy, Esq.,                      Principal Oulton,  
 Prof. Coldwell,                      Miss L. J. Landers.  
 The President and Secretary-Treasurer.

## FACULTY.

## ASTRONOMY.

PRINCIPAL A. CAMERON ..... *County Academy, Yarmouth*

## BOTANY.

G. U. HAY, PH. B. .... *High School, St. John*  
 NETTIE FORBES, B. A. .... *County Academy, Yarmouth*

## CHEMISTRY.

PROF. BRITTAIN. .... *Normal School, Fredericton*

## CIVICS.

W. T. KENNEDY, ESQ. .... *County Academy, Halifax*

## ELOCUTION.

MISS L. J. LANDERS ..... *Mount Allison University, Sackville*

## ENGLISH LITERATURE.

PRINCIPAL A. CAMERON. .... *County Academy, Yarmouth*

## GEOLOGY AND MINERALOGY.

PROF. A. E. COLDWELL. .... *Acadia College, Wolfville*

## KINDERGARTEN.

MRS. S. B. PATTERSON ..... *Truro*

## MUSIC (Tonic Sol-Fa.)

REV. JAS. ANDERSON, M. A. .... *Toronto*

## PEDAGOGICS.

PROF. FRANK EATON. .... *Kentville*

## PHYSICS.

REV. W. W. ANDREWS, M. A. .... *Mt. University Allison, Sackville*

## PHYSIOLOGY.

JAS. DORSEY, M. D. .... *Charlottetown*

## PSYCHOLOGY.

J. B. HALL, PH. D. .... *Normal School, Truro*

## ZOOLOGY.

PRINCIPAL G. J. OULTON ..... *Dorchester*















